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ABSTRACT

This comprehensive teachers' manual was designed to acquaint New York City school teachers with the philosophy, techniques, and materials of teaching English as a second language to pupils in the middle grades. The contents include; (1) basic considerations of language learning; (2) English structure; (3) samples of oral pattern practice drills; (4) suggestions for instruction of pupils with elementary speaking skills; (5) methods of teaching reading; and (6) structure of the special language lesson. A supplement follows with a scale for rating oral language ability, sound production exercises, comparative analyses of English and other languages, and a bibliography. (HW)

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TEACHING ENGLISH AS A SECOND LANGUAGE

in the Middle Grades

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TEACHING ENGLISH AS A SECOND LANGUAGE

in the Middle Grades

BUREAU OF CURRICULUM DEVELOPMENT
BOARD OF EDUCATION • CITY OF NEW YORK

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FOREWORD

The liberalization of the immigration laws in the recent past has created a wide diversity of population in New York City and has added to the already urgent needs in the teaching of English as a second language, needs which will undoubtedly continue during the years ahead.

At the present time there are more than one hundred thousand pupils in the New York City schools whose first language is not English. These children must have assistance in mastering English so that they may reach their full potential as students in our schools and as members of our society.

I am happy to present *Teaching English as a Second Language in the Middle Grades* to the professional staff, the students, and the community. This bulletin is intended to complement the general language arts curriculum for children whose first language is other than English. Teaching English to speakers of other languages requires a particular philosophy, techniques, and materials, all of which are detailed here. Further suggestions for the development of language skills may be found in the handbooks of the regular language arts program and may be helpful in the implementation of the concepts in this part of the K-12 Language Arts curriculum.

SEELIG LESTER
Deputy Superintendent of Schools

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Chapter One

BASIC CONSIDERATIONS OF SECOND-LANGUAGE LEARNING

Children who come to the New York City schools speaking little or no English have a level of fluency in their own language. They have developed speech habits using the sounds, structures, and vocabulary of their first language and the intonation patterns and rhythms of that language. They have some understanding, if only subconsciously, of the use and nature of language. However, now faced with the need to learn English as a second language, they are, on the one hand, at an advantage because they hear English spoken throughout the school day and are motivated to learn it in order to participate. On the other hand, they are at a disadvantage in that they are unable to understand and communicate in the language of instruction. Even under optimum conditions, their success in learning is limited unless there is a carefully planned program of instruction in English as a second language.

Since each language has its own sound system and structure (see Comparative Analysis), the second-language learner:

Tends *not to hear* in the new language the sounds which do not occur in his native language.

Tends *to substitute* from his own language sounds which approximate those of the new language.

Needs *assistance* in hearing the new sounds and in reproducing them.

Needs to hear and imitate a clear model of the language spoken without exaggerations of *tempo, rhythm, intonation, and stress.*

Should understand that *meaning* is communicated through the pitch, pause, elision, stress, rhythm, tempo, and word order of the new language.

Should have many opportunities to practice sentence patterns and correct forms of the new language *in a systematic progression* that builds each new segment on one already learned: This is a ball. This is a red ball. This is a big red ball. . . . This is a ball. Is this a ball? Etc. Is this a ball? Yes, it is. No, it isn't. . . . . The girl is here. The girls are here. Etc.

Needs practice drills that provide numerous repetitions, an essential in achieving *automatic control and fluency* in the new language.

Needs to hear, repeat, and practice *recurring* patterns of forms and structures to gain automatic oral control first and then *insights and generalizations* about the form and structure of English; e.g., the *ed* ending of past tense of regular verbs, the addition of *s* or *es* to form plurals of many words, etc.

Needs frequent opportunities to speak in the new language to *apply* what he has learned.

In providing instruction, the teacher:

Is aware that children usually understand the new language before they are able and willing to express themselves in that language.

Selects structural patterns and vocabulary that stem from situations and experiences familiar to the learner and presents them in context.

Provides many activities that emphasize pattern practice as a means of developing the habit of proper word order and understanding of its relation to meaning and vocabulary. Second-language learning is facilitated when this kind of pattern practice is emphasized.

Presents new words in context, drills them in isolation, and follows this with application of the use of these words in the same and other contexts.

Provides opportunity for children to recognize *known* words that have *new* meanings in a new context. (Individual words often have multiple meanings.)

Gives correction and provides practice for accuracy of oral production.

Provides for the development of auditory discrimination in correcting pronunciation of sounds. Uses drills of minimal pairs (words that have a single sound change that signals new meaning, e.g., sit-seat, it-eat, fit-feet, bit-beat, etc.) and follows with the use of the words in context, e.g., *I sit in my seat when I eat.*

Arranges for children's success as a key factor in learning by:

Using many visual aids that arouse interest and maintain effort.

Including in the lesson structures and vocabulary that are *similar* as well as those that are *dissimilar* to the learner's native language. Children can more easily succeed when the structures and vocabulary of English are similar to those in their native language. This success encourages them to attack the more difficult structures that are dissimilar. (See Comparative Analysis.)

Uses the aural-oral or audio-lingual approach. The pupil's first contact with the new language material is through the ear. Emphasis is placed on meaningful oral practice of what he has heard. When oral control is acquired, reading, then writing, follow to reinforce and strengthen oral control of basic content. (See Reading and Writing sections.)

The Program

The program for non-English-speaking children provides for learning English through:

Participation in the ongoing daily classroom curriculum activities.

Instruction in English as a second language in lessons designated *Special Language Lessons.*

PARTICIPATION IN CLASSROOM ACTIVITIES

Participation in the classroom experiences gives children the advantage of continued exposure to the language. It approximates first-language learning in which the small child observes, listens, and then speaks. In a friendly, stimulating classroom environment, the teacher involves the language learners in the daily activities with all the children and encourages them to try out and use their new language. While communication is the primary goal, informal correction and immediate assistance are offered when errors or inadequacies interfere with communication. The teacher must feel that the child is sufficiently secure to accept this correction without being discouraged from future attempts at oral expression. In any case, the teacher incorporates the correction and its practice in the daily Special Language Lesson. However, the shorter the time that elapses between the incorrect responses and the presentation and practice of the correct response, the more effective the correction is likely to be.

Participation in the daily classroom experiences not only gives the children opportunities to hear and observe how English functions and to use it, but also establishes a feeling of belonging to the group. Classroom experiences stimulate the desire to speak and provide the motivation and content for the more systematic instruction in English given during the Special Language Lesson.

INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

Special daily periods of instruction are provided in which children learn correct pronunciation, sentence structure, vocabulary, rhythm, and intonation patterns of American English. In kindergarten and in succeeding grades, language instruction is given in daily Special Language Lessons. These lessons use the principles of second-language teaching and give systematic training, as described hereafter.

Elements of the Special Language Lesson

The lesson *grows* out of a previous class curriculum experience, or one created for the Special Language Lesson, which presents an immediate need for the new items to be taught. The teacher uses this context to present *related language* content. The number of new items that can be introduced effectively depends upon the experiences, capabilities, and maturity of the learners, as well as the degree to which the learner has been made to feel the need for the language items. The characteristics of the Special Language Lesson follow:

It *includes* a new vocabulary directly related to the experience and the sentence patterns appropriate to verbalizing that experience. The new pattern or new vocabulary is presented in the contextual situation and is then isolated for imitation and repetition by the pupils.

It *provides practice* in the new pattern or vocabulary through frequent class and group repetition of the teacher's model. Group repetition is alternated with individual and small group responses. Individual practice is achieved by having each child repeat the teacher's model. Alertness is maintained during individual responses by calling on children in random order rather than in consecutive order.

It *provides drills* to reinforce the newly acquired language pattern or vocabulary. (See samples of Oral Pattern Practice Drills.)

It *stresses accuracy* from the beginning, especially during practice of new material. Attention is given to identification and accurate reproduction of the sounds, rhythm, pause, and stress of standard American English. In the area of sound production, correction must be made when meaning is distorted. There may be interference from the child's first language sound structure, which often obstructs mimicry of the sound. (See Comparative Analysis.) He then will need to practice simple drills that involve adjustments of the speech organs in making these sounds of English pronunciation. If simple suggestions, such as "Open your mouth wider" or "Put your tongue between your teeth" do not help, suggested exercises found in the speech section of the language arts handbook will help in establishing control of the speech organs. He will need help in developing his auditory discrimination so that he will be able to recognize his error. The many listening activities of the language arts program for all children will help him develop this discrimination.

It *reviews* vocabulary, structures, and idiomatic expressions to provide practice and to allow newly arrived children to learn what has been taught previously. It reviews the pattern that forms a basis for the new one to be taught, thus sequentially developing or expanding patterns.

It *uses a variety* of meaningful language-learning aids, devices, and experiences to keep the children interested, to clarify meaning, and to encourage them to express themselves in their new language. Devices include dramatizations, songs, poems, tape recorders, pictures, games, puppets, dialogues, etc.

It *provides relief* from the strain of concentration required in learning and practicing the new language. Oral repetition of familiar poems, songs, dialogue, finger and song plays, or other language items for which the children have already acquired automatic control provide this relief at the earliest level of language learning. However, as children gain oral control and move on to reading and writing, relief from the strain of concentrated oral practice may be accomplished through such activities as:

> Short dictation exercises based on material practiced orally and developed into a written chart that the children have had experience in creating, observing, and copying.
>
> Reading silently, from charts of previous lessons, to find answers to questions posed by the teacher.
>
> Reading aloud by the teacher of simple chart material. The children listen and follow with their eyes to see the relationship between the written and spoken words.

It *directs attention* to the printed form when children have acquired automatic oral control. This is done with words, phrases, or an experience chart, using the vocabulary and sentence patterns mastered.

It *provides functional application* of the new and review language items through games, dramatization, dialogue, informal oral reports to share with the class, or writing for a class newspaper, for bulletin board displays, for holiday greeting cards, or notes to be taken home or sent to a sick friend, etc.

Chapter Two

STRUCTURE OF THE ENGLISH LANGUAGE

TEACHING SENTENCE PATTERNS

Begin with those English language patterns in which the word order and grammatical structure are fairly similar to the language spoken by the child. Since such patterns contain no major grammatical problems, they stimulate growth in English vocabulary and have the additional value of giving the beginner in English a feeling of success (see Comparative Analysis). The English form *Today is Tuesday*, for example, is like the Spanish *Hoy es martes.* This sentence presents only a vocabulary challenge since it involves merely the substitution of English words for relatively equivalent Spanish words.

Emphasize those patterns that are different in the two languages. The English sentence *It is Tuesday* is expressed in Spanish without the introductory *it*: thus *Es martes.* The tendency, therefore, of the Spanish speaker is to say, *Is Tuesday.* For this reason the seemingly simple English-language pattern *It is* is not simple at all for the Spanish-speaking pupil. The pattern requires continued teaching emphasis until it becomes fixed and automatic.

In French there is no neuter gender; all nouns are masculine or feminine. Hence, the French speaker, in translating *De quelle couleur est la robe? Elle est bleue,* says: *What color is the dress? She is blue.* The French also have a different use of the verbs *to have* and *to be.* The French speaker says: *J'ai froid* which translated literally is *I have cold.* He finds the English *I am cold* quite different. The same is true for Spanish-background children.

In both German and French the present tense is used for action begun in the past and still going on in the present. The English form *I have been in New York for two months* is expressed in these languages as *I am in New York since two months.*

The use of adjectives provides a double or triple difficulty for native Spanish speakers. In English we say *the tall boy.* The Spanish translation is *el muchacho alto.* The natural tendency for the Spanish speaker is to carry over into English the reversal of the position of the noun and its modifier. Even though he may have acquired the basic English vocabulary, it is natural for the Spanish speaker to say *the boy tall.*

In order to minimize differences and difficulties, when English permits a choice in word order, teach only the more common pattern for the beginning language learner. In English it is proper to say either *We go to school every day* or *Every day we go to school.* Teach only the more common pattern *We go to school every day.* This helps the pupil to acquire more easily automatic control over an acceptable alternative.

Focus attention on one language item at a time. If the child makes several errors in a given response, concentrate the correction on the error which the lesson or practice is intended to eliminate. While temporarily ignoring the other errors, note them for future correction.

Follow a proper sequence of sentence patterns and grammatical structures for the most effective teaching, although sometimes, a classroom situation may change the teaching order. In general, the statement, the question, and the command are taught first as simple sentence patterns. More complex sentence structure is introduced later. (See Development of Language Patterns.)

The statement pattern is used first because of the need to stress the order of subject and verb. The noun is taught before introducing the personal pronoun:

The *boy* is walking. *He* is walking.

The question pattern using inversion as a process comes next: John is a pupil. *Is* John a pupil? Father will go. *Will* father go? The question without interrogative words is taught first:

Will father go? *When* will father go?

The present form of the verb is used for request or command:

Walk to the door, please.

Subject-verb elements should be taken up before the other elements are added to make the sentence more and more complex:

He walked.
He walked *to the store.*
He walked *to the store yesterday.*
He walked *to the store yesterday to buy bread.*

Auxiliaries used with verb forms are introduced after the verb base has been taught.

I eat.	I walk.
I shall eat.	I can walk.

Present tense forms of verbs are taught before past.

He is walking.	He walks.
He was walking.	He walked.

The basic forms of words should be taught before suffixes are added to these basic forms.

tall	taller	tallest

The determiner (articles, demonstrative adjectives, etc.) and noun should be taken up before modifiers are taught in relation to the noun.

the book	the good book

The *single adjective should be taken up before other* modifiers are taught.

the big house	The house is big.
the very big house	The house is very big.

The negative form *not* is introduced after the affirmative.

He is a doctor.	He is *not* a teacher.

UNDERSTANDING ENGLISH VOCABULARY

Words and their conceptual meanings are, of course, important in the study of a language. However, word meanings alone are not enough to understand English fully and speak English fluently. Other considerations are important in giving meaning to an expressed idea. These are:

Word order or grammatical construction.
Word forms such as the plural and singular of nouns, the tenses of verbs.
Intonation, stress, and rhythm of speech.

For example, in the sentence, *The kind boys helped the small dog,*

the *word order* tells that the *boys* were kind, and the *dog* was small; that the *boys* performed the action, and the *dog* was its recipient;

the *word forms* tell that the singular of *dog* and the plural of *boys* mean there was only *one dog* but *more than one boy;* that the verb form *helped* with its *ed* ending signals that the action has already taken place;

the *intonation* tells that the dropped voice at the end of the sentence signals a statement of fact rather than a question.

Therefore, since word order, word forms, and intonation give full meaning to vocabulary, and since people express ideas more frequently in sentence patterns than in single words, vocabulary is taught within structural patterns. Vocabulary is divided into two groups:

Words that make the structures function, referred to as function words
Words that symbolize things, actions, and qualities, referred to as content words.

Function words are the auxiliaries, prepositions, conjunctions, interrogative words, articles, negatives, words for generalizations, degree words, and replacers (such as he, she, mine, one, both, all, etc.). Since early emphasis is on sentence pattern practice, function words are taught first with those content words needed to round out the sentence. The list of function words is in alphabetical order. This arrangement is for the teacher's convenience. It is not intended as a sequence for teaching, but rather as a checklist for choice and accomplishment.

Content words refer to the vast number of words that are usually meant when the study of vocabulary is discussed. They are taught as the need for them arises. The teacher selects them from the many experiences of the school curriculum, as well as those of school, home, and community living about which the children have a need to verbalize. Spelling Words, Levels 1, 2, and 3, to be used as a checklist, will be found in the *Handbook for Language Arts: Grades Three and Four*[1]. These levels indicate the words most commonly used by children in their writing experiences. A child's speaking vocabulary will far exceed his writing vocabulary so that many words beyond Level 3 will be included in vocabulary practice of content words. The inclusion of these words in oral practice will prepare the child for the writing experiences that follow oral control.

New content words are presented in familiar sentence patterns. To establish the concept of a word with its pronunciation, demonstrate (when possible) action words or show the object or picture for name words. Touching, tasting, or other sensory experiences frequently illustrate quality words.

Content vocabulary can be increased as sentence patterns become automatic.

Function Words

A

a
about
across
after
all
alone
already
also
although
always
am
an
and
another
any
anybody
anymore
anyone
anything
anywhere
are
around
as
as much as
at
away from

B

be
because
before
behind
below
beside
between
beyond
both
but
by

C

can
close to
could

D

did
different from
do
does
down
Dr.
during

E

each
either
else
enough
ever
every
everybody
everyone
everything
everywhere

F

far from
farther from
farthest from
few
fewer
first
for
from

G

get
get well
good afternoon
good-by
good luck
good morning
got

H

had
had to
has
has to
have
have to
he
hello
her
here
him
his
how
how many
how much

I

I
if
in
in front of
in order that
inside
into
is
it
its

J

just

K

keep
kept

L

least
less
less than
let's
like
little
lot

M

many
may
me
might
mine
Miss
more
more than
most
Mr.
Mrs.

---

[1] Board of Education of the City of New York, Curriculum Bulletin No. 6, 1969-70 Series, pp. 8-9.

much
must
my

N

near
never
next
next to
no
nobody
none
not
nothing
now
nowhere

O

o'clock
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off
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one
ones
on time
opposite
or
other
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ours
out of
over

P

please

Q

quite

S

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several
shall
she
should
since
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somebody
someone
something
so that
still
somewhere

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where
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whose
why
will
with
without
would

Y

yes
yet
you
your
you're welcome
yours

SEQUENTIAL DEVELOPMENT OF A SERIES OF SENTENCE PATTERNS*

The seven lessons that follow describe what is meant by a sequential development of a series of sentence patterns. Beginning with a statement involving the verb *to see*, they present the persons of the verb; the verb forms and tenses; the expansion of the pattern; the question form.

Though the material has been divided into lessons to indicate the sequential development, it is not intended that each lesson be accomplished in one language period. Some pupils may require many periods to accomplish the aim of each lesson; some may be able to cover more than one lesson in a period. The teacher makes that adjustment based on the ability and maturity of the class. However, one need not wait until every pupil has reached the maximum control desired before proceeding to the next lesson. If a few need further help and practice, the teacher will keep this in mind and direct review questions and review practice to these pupils in subsequent lessons. Such flexibility and individualization of instruction may be further carried out through tapes made by the teacher and used during the independent activity period by those who need this extra repetition.

These are, of course, only samples of how to accomplish the aim of each lesson. The teacher's ingenuity and the interest and maturity of the class will determine the experiences chosen for the presentation and the content words used to round out the patterns.

Required background for these lessons suggest that pupils already have considerable practice with the forms of regular verbs, e.g., *play, plays, played; jump, jumps, jumped;* etc.

SUGGESTED LESSONS

LESSON 1

Aims

To introduce verb to see.
To teach *I* see, *We* see, *They* see, *You* see (since these persons of the verb require no change in verb form).

Presentation

In order to make the use of the persons of the verb meaningful, set up a large picture of a scene that depicts familiar surroundings.

Ask the class to describe the picture, e.g., of a street, a playground, etc.

Ask Pablo, who may be one of the more able pupils, to come up and look at the picture. Ask a question that will elicit the full pattern as a natural, native response. If he gives a one-word answer, say: Good! Now can you say, I see a truck? (if that's the word). Pablo repeats, I see a truck.

Turn to the group, point to the truck, and say (indicating the entire group): *We* see a truck. The pupils repeat the pattern in chorus.

Single out Maria and Jose within the group and say: *They* see a truck. All, except those singled out, repeat the pattern. Select other pupils to form a small group and repeat the same procedure, making sure that the small group does not say the pattern. The class begins to understand that the use of *they* excludes the speaker.

Play a game. Point to a pupil and say: You see the truck. He points to another and says: You see the truck. Everyone gets an opportunity to play the game and repeat the pattern.

Repeat the entire procedure above, giving each pupil an opportunity to tell something he sees in the picture, on the science table, in the classroom, etc. Thus, vocabulary is developed as well as patterns:

I see a policeman, etc.

You . . . .

We . . . .

They . . . .

Drill

Establish meaningful use of *I, we, they, you,* before helping the children to make the pattern automatic through a substitution drill. (If this is unfamiliar, explain how to do the drill. See Oral Pattern Practice Drills.)

Teacher	Pupils
I see a house.	I see a house.
truck	I see a truck.
We	We see a truck.
policeman	We see a policeman.
They	They see a policeman.
taxi	They see a taxi.
You	You see a taxi.
etc.	

Application

Apply automatic use of the patterns by leading the pupils to talk about what they see, making their own substitutions, e.g.,

Teacher: Tell us what you see on the way to school, Maria.
Maria: I see . . . .
Teacher: Tell us what we all see when we look out the window, Jose.
Jose: We see the street; we see the playyard.

Do the same for *they* and *you.*

LESSON 2

Aim

To teach the question form and apply the use of *I-you* in question and response, e.g.,

What do *I* see . . . . ?
You see . . . .
What do *you* see . . . . ?
I see . . . .

Presentation

Set up a game. Explain the procedure and make sure each pupil understands what he is expected to say. Be sure to model each answer before children respond.

Teacher (pointing to herself): I see the desk. What do *I* see, Maria?
Maria (pointing to teacher): *You* see the desk. *I* see the window. What do *I* see, Jose?
Jose (pointing to Maria): *You* see the window.
(pointing to himself): *I* see the bookcase. What do *I* see, Pablo?
etc.

Drill

Give all pupils an opportunity to use the *I-you* pattern meaningfully. Make the pattern automatic through a drill. (Explain how the pupils are to respond.)

Teacher	Pupils
(pointing to herself)	(pointing to the teacher)
I see a dog.	You see a dog.
I see a man.	You see a man.
etc.	
(pointing to the class)	(pointing to themselves)
You see me.	I see you.
You see the pencil.	I see the pencil.
etc.	

Allow the group to take your part as they say the pattern to one pupil, and the pupil responds. Then individual pupils say it and respond to each other.

Finish the lesson with a quick substitution drill (see Oral Pattern Practice Drills).

Application

A dialogue will give practice within a communicating situation. (See Dialogues: Oral Pattern Practice Drill.)

LESSON 3

Aim

To teach the third person form of verb *to see*, e.g., Maria see*s*, etc.

Presentation

Have the class make an analogy between *see* and regular verbs previously learned by reviewing these familiar verbs with a quick substitution drill. Establish a background for the analogy with *to see*, e.g.,

Teacher	Pupils
I play ball every day.	I play ball every day.
We	We play ball every day.
They	They play ball every day.
You	You play ball every day.

Have a conversion drill changing pronoun to third person singular noun and pronoun.

Teacher	Pupils
I play ball every day.	I play ball every day.
Maria	Maria play*s* ball every day.
Jose	Jose play*s* ball every day.
He	He play*s* ball every day.
She	She play*s* ball every day.
etc.	

By means of a quick substitution drill, review previously taught patterns of verb *to see*.

Introduce third person pronouns. Set up a large picture as in Lesson 1. Ask Maria to come up and tell what she sees in the picture. Give help, if necessary.

Maria: I see a bakery.
Teacher: Tell me what Maria see*s* in the picture. (Model answer.)
Children (with help): Maria sees a bakery.
Teacher: Use another word that takes the place of Maria. (Model answer.)
Children (with help): *She* sees a bakery.
Repeat with many children and both sexes.

Continue this, building vocabulary, using things in the room, the playground, their homes, or outside the window.

Establish meaningful relationships of nouns and pronouns to forms of the verb, before having a substitution drill to make usage automatic, e.g., *Drill*

Teacher	Pupils
Carmen sees a house.	Carmen sees a house.
She	She sees a house.
Pablo	Pablo sees a house.
He	He sees a house.
policeman.	He sees a policeman.
I	I see a policeman.
Maria	Maria sees a policeman.
We	We see a policeman.
He	He sees a policeman.
taxi.	He sees a taxi.
They	They see a taxi.

Continue in contrast – I see, Maria sees, you see, Jose sees, etc.

Application

Finish the lesson with a discussion, using all the patterns of *see* that have been drilled. Pupils make their own substitutions to express ideas.

If pupils are mature enough but have not verbalized the analogy to regular verbs learned previously, lead them to make the analogy, e.g., I play – I see. He plays – He sees, etc.

LESSON 4

Aim

To teach the question form with *do* and *does.*

Presentation

Introduce the question form: What *do you* see in the picture? I see ______.
What *does Maria* see in the picture? Maria sees ______.

Call Maria to the picture.
Teacher: What do you see in the picture, Maria? (Model answer.)
Maria: I see ______ .
Teacher (to class): What *does* Maria see in the picture? (Model answer.)
Class: Maria sees ______ .
Call Jose to the picture; ask Maria to ask Jose what he sees in the picture.

Maria: What do you see in the picture, Jose?
Jose: I see ________________.
Teacher (to Maria): Ask the class to tell you what Jose sees in the picture. (Model answer.)
Maria: What does Jose see in the picture, class?
Teacher: (Model answer.)
Class: Jose sees __________________.

Repeat this, giving all pupils an opportunity to practice the question and answer form.

Introduce question form requiring a *yes* or *no* answer:
Teacher: I see a policeman in the picture.
Do I see a policeman in the picture?
Yes, I do.
Repeat the model several times as pupils listen; then have class imitate the model, e.g.,
Class: I see a policeman in the picture.
Do I see a policeman in the picture?
Yes, I do.

Set up a situation for a negative response, e.g., *No, I don't*.

Do the same as above for *you, we, they*.

Use the same format with teacher and class as described above:
Maria sees ________.
Does Maria see ________?
Yes, she does.
No, she doesn't.
etc.

Have groups and individuals ask questions and respond.
When pupils have had much practice in using these forms in meaningful situations, a conversion drill will help to make the forms automatic. (See Oral Pattern Practice Drills.)

Conversion Drill

Teacher	Pupils
I see a house.	Do I see a house?
Maria sees a house.	Does Maria see a house?
You see a house.	Do you see a house?
etc.	

LESSON 5

[illegible]n

To expand patterns drilled in previous lessons.

Presentation

Display a large picture, not necessarily one previously used. Vary the scene to stimulate interest by using a new picture. However, to reinforce vocabulary, you can show a picture used in earlier lessons.

Call Angel to the picture.
Teacher: Tell us what you see in the picture.
Angel: I see a swing.
Teacher: Where?
Angel: In the picture, or in the playground, or in the play yard, etc.
Teacher: Now tell us what you see and where you see it.
Angel: I see a swing in the playground.
Use the same procedure for *we, they, you* as described in Lesson 1.

Play a game to reinforce the *I-you* relationship.
Juan: I see a book. Tell me what I see and where, Ana.
Ana: You see a book in the bookcase.
I see shows. Tell me what I see and where, Joseph.
Joseph: You see shows in the auditorium.
etc.

Bring pupils' attention back to the picture.
Teacher: Tell us what you see in the picture, Hilda.
Hilda: I see a fire truck on the street. (Picture here depicts street scene.)
Teacher: Class, what does Hilda see in the picture?
Children: Hilda sees a fire truck on the street.
Teacher: Use another word in place of Hilda's name.
Children: *She* sees a fire truck on the street.

If pupils have not yet mastered control of the patterns, give the model and have pupils listen and reproduce it.

Apply expanded patterns to the question forms.

Introduce the negative response in the same manner, using *don't* and *doesn't*. Make sure the question requires the negative response. Follow the same procedure.

Drill

The teacher and pupils do a conversion drill from statement to question, first making the *do* and *does* questions automatic and then contrasting the question form for the verb *see* with the form of the verb *to be*.

Teacher	Pupils
Maria sees the truck.	Does Maria see the truck?
I see the children in the yard.	Do I see the children in the yard?
He sees his mother on the street.	Does he see his mother on the street?
You see your classmates every day.	Do you see your classmates every day?
Jose sees his friend in the yard.	Does Jose see his friend in the yard?
We see plays in the auditorium.	Do we see plays in the auditorium?
They see a swing in the playground.	Do they see a swing in the playground?
I'm a teacher in the school.	Am I a teacher in the school?
She sees her friend every day.	Does she see her friend every day?
This is your coat on the chair.	Is this your coat on the chair?
I see you in the mirror.	Do I see you in the mirror?
etc.	

Application

Give practice in using various persons of the verb through the dialogue described in the Approach Column on page 118. Use the method outlined in Oral Pattern Practice Drills.

Finish the lesson with a discussion, role-playing, or a dramatization that will give children an opportunity to use the patterns drilled and their own substitutions.

A generalization about when to use *do* and *does* in the question form may be elicited if the pupils are ready for it.

LESSON 6

Aims

To teach the past tense of *see (saw)* with all persons.
To show that the past tense of irregular verbs is formed differently from the past tense of regular verbs, e.g., *see–saw; help–helped.*
To show that the past tense of irregular verbs, like regular verbs, uses the same word for all persons, e.g., I *saw*, Maria *saw*, you *saw*, etc.

Presentation

Use a large picture depicting a familiar scene and say: I see a house. Turn the picture around so that it can no longer be seen and ask: What did I see in the picture? Give the pattern for response: *I saw a house.* Have the pupils repeat the pattern.

Repeat the same procedure many times, taking the opportunity to review or develop vocabulary.

Continue the procedure until the pupils have the concept that *saw* means past time.

Use time words to indicate past time.

Teacher: What did you see in the playground yesterday, Pablo? (Model answer.)
Pablo: I saw the swing.

Fix the idea of past time by having the pupils repeat the time words in their response.

Teacher: When did you see it, Pablo?
Pablo: Yesterday.
Teacher: Good, now tell us what you saw and when you saw it. (Help Pablo say the full pattern, following the model.)
Pablo: I saw the swing in the playground yesterday.
Teacher: What did Pablo see in the playground yesterday, class? (Model answer.)
Children: Pablo saw a swing in the playground yesterday.
(or) He saw . . . .

Use the procedure as described in Lesson 1 and adapt it to the past tense with *we, they, you, Maria, she, Jose, he.*

Repeat this many times, giving all pupils an opportunity at the picture.

Drill

Have a substitution drill to make the pattern automatic when pupils are aware of the relationships of the persons of the verb.

Teacher	Pupils
Maria saw a bus last week.	Maria saw a bus last week.
I	I saw a bus last week.
yesterday.	I saw a bus yesterday.
We	We saw a bus yesterday.
this morning.	We saw a bus this morning.
They	They saw a bus this morning.
You	You saw a bus this morning.
She	She saw a bus this morning.
Jose	Jose saw a bus this morning.
He	He saw a bus this morning.
etc.	

Make automatic the use of present and past tense patterns of *see* through conversion drills. (Explain the procedure to children.)

Teacher	Pupils
I see my friend now.	
Cue: yesterday.	I saw my friend yesterday.

I saw my friend yesterday.		
Cue:	now.	I see my friend now.
You saw your friend yesterday.		
Cue:	now.	You see your friend now.
You saw this picture last week.		
Cue:	every day.	You see this picture every day.
She sees this picture now.		
Cue:	last week.	She saw this picture last week.
Maria sees the picture every day.		
Cue:	Monday.	Maria saw this picture Monday.
He sees a swing at the playground every day.		
Cue:	last week.	He saw a swing at the playground last week.

Do a simplified conversion drill to fix use of the form of the verb with all its persons.

	Teacher	Pupils
I see		
Cue:	yesterday	I saw
We see		
Cue:	yesterday	We saw
You saw		
Cue:	every day	You see
They saw		
Cue:	every day	They see
Maria sees		
Cue:	last week	Maria saw
Jose saw		
Cue:	every day	Jose sees

Lead pupils to identify the difference between the form of past time for regular verbs and the form of past time for the verb *to see.* Explain that there are other words like *see* which have to be remembered. These words will be called Magic Words because their spelling changes; they do not simply have an ending added to show past time. It's as though a fairy changed the word with a magic wand.

Make a chart (if pupils have begun to read charts) of patterns with which pupils are familiar. The chart should include past tense of regular verbs in contrast with the past tense of *see.*

Begin a list of Magic Words on a chart which is displayed. Divide the chart into three columns and write one word in each: see, sees, *saw.* Underline *saw* in color. Add to this list as new irregular verbs are taught.

LESSON 7

Aim

To teach the question form with the use of *did* in the past tense, e.g., What *did* you see in the picture? I saw . . . .

Presentation

Using a large picture, say: I see a truck. Turn the picture around so that it cannot be seen and present the model question and answer: What *did* I *see* in the picture? I saw a truck. After many repetitions of the model, the pupils repeat the question and answer.

Use the same procedure for many things in the picture, giving the pupils many opportunities to hear the models and repeat them.

Do the same for *we, they, you* as subjects.

What *did* Maria see? Maria saw . . . . (Do the same, using *she, Jose, he.*)

After the children have many opportunities of listening and imitating, divide the class into two groups. One group asks questions; one group answers. Groups exchange roles.

Introduce the question form *Did you see?* and short-answer response: *Yes, I did.* Model the question and response many times. The pupils listen and then give the response to your question. Use the same procedure for *didn't*. Be sure the question elicits the negative response.

Divide the class into two groups. One asks a question; the other answers. Groups then exchange parts.

Individuals then ask and answer each other.

Drill

A conversion drill from statement to question and vice versa will help to make the patterns automatic. (See Oral Pattern Practice Drills.)

Application

A dialogue or a dramatization of an incident will make a meaningful application. (See Dialogues in Oral Pattern Practice Drills.)

Sample Lesson Plan (Lesson 1)

Week of: Class: Teacher:

AIMS

To teach verb *to see* with pronouns *I, we, they, you.*
To use drills to make the pattern automatic.
To improve sound production of final *s* (as *s* or *z*).

MATERIALS

Large picture of urban street, classroom, playground, etc. (to make meaningful use of the persons of the verb: *I, we, they, you)*

SEQUENCE OF PATTERNS

I see ....
They ....
You ....
We ....

VOCABULARY

bus, taxi, policeman, fire truck, cars, people, bakery, traffic lights, stores, house

DRILLS

Substitution Drill

Teacher	Pupils
I see a house.	I see a house.
truck	I see a truck.
We	We see a truck.
policeman	We see a policeman.
They	They see a policeman.
taxi	They see a taxi.
You	You see a taxi.

Sound Production: Final *s* sound as in lights(s), bus(s), house(s), cars(z), stores(z).

Listening games to distinguish differences in sounds. Drill in contrast.

APPLICATION

Discussion leading pupils to make own substitutions within these patterns and apply patterns previously taught.

CHARTS

(Use if children are reading.)

This is a picture.
I see a policeman.
We see a truck.
They see a bakery.
You see cars.

Vocabulary List

- bus
- taxi
- policeman
- fire truck
- cars
- people
- bakery
- traffic lights
- stores
- house

Chapter Three

SAMPLES OF ORAL PATTERN PRACTICE DRILLS

REPETITION DRILLS

To practice, by imitation, newly learned patterns at normal tempo and intonation.

Procedure

Group children in front of two tables. On Table 1 have single objects. On Table 2 have groups of similar objects. Begin with Table 1. Pick an object and indicate rising intonation for the question and falling intonation for the answer. (Give help, if necessary.)

Drill

Aim

To drill pattern: *May I* have ____?
To drill use of *this* and *these*.

Teacher	Pupils (in chorus)
May I have this pencil?	May I have this pencil?
Yes, you may.	Yes, you may.
May I have this crayon?	May I have this crayon?
Yes, you may.	Yes, you may.
etc.	

April Showers

Before the automatic drill, the teacher develops the concepts of the patterns through the use of realia, or pictures, or both. Here the concept underlying the use of This is ________ and These are ________ is being developed and practiced orally. Notice also that on one table are single objects and on the other table are groups of objects.

After much practice divide the class into two groups.

Group One	Group Two
May I have this pencil?	Yes, you may.
May I have this crayon?	Yes, you may.
etc.	

Groups exchange roles. Then individual children ask the question and the entire group responds.

Use the same procedure for Table 2 with the pattern: May I have *these pencils?* Etc.

Repeat the procedure to contrast the patterns (use Tables 1 and 2).

May I have *this* pencil?	May I have *these* pencils? Etc.

Finally, two children dramatize the situation as one makes the request and the other answers.

Aim

To practice the use of the pronoun in place of a proper noun.

Teacher	Pupils
Robert lives in Manhattan. He lives in Manhattan.	Robert lives in Manhattan. He lives in Manhattan.
Gloria lives in Manhattan. She lives in Manhattan.	Gloria lives in Manhattan She lives in Manhattan.
Mr. King lives in Manhattan. He lives in Manhattan.	Mr. King lives in Manhattan. He lives in Manhattan.
John and Carlos live in Manhattan. They live in Manhattan.	John and Carlos live in Manhattan. They live in Manhattan.

SUBSTITUTION DRILLS

To make familiar patterns automatic.
To make children aware that many ideas can be expressed by substituting a word or group of words within the pattern.

Single Slot

Only one identical grammatical form is substituted at a time, e.g.,

a noun for a noun
a verb for a verb
a predicate adjective for a predicate adjective
a phrase for a phrase

(Use basic pattern with which children have already practiced repetition drills.)

Drill

Aim

To make automatic the pattern: noun + to be + phrase.
To make substitutions of names and phrases.

Familiar pattern: Jose is in third grade.

Teacher	Pupils (in chorus)
Jose is in third grade.	Jose is in third grade.
Helga	Helga is in third grade.
Hans	Hans is in third grade.
etc.	
Jose is in third grade.	Jose is in third grade.
in school.	Jose is in school.
in the room.	Jose is in the room.
etc.	

Other suggested substitutes:

Children play.	Children play.
. . . . . . jump.	Children jump.
. . . . . . run.	Children run.
. . . dance.	Children dance.
etc.	
Children play.	Children play.
We	We play.
They	They play.
etc.	
Give Robert a piece of chalk.	Give Robert a piece of chalk.
paper.	Give Robert a piece of paper.
candy.	Give Robert a piece of candy.
etc.	
The boys are in the cafeteria.	The boys are in the cafeteria.
library.	The boys are in the library.
playground.	The boys are in the playground.
etc.	

After much drill, individuals make their own substitutions.

Multiple Slot

More than one grammatical form is substituted within the pattern, e.g.,

a noun for a noun
a verb for a verb
a predicate adjective for a predicate adjective
a phrase for a phrase

Drill

Teacher	Pupils (in chorus)
The children are playing in the playground.	The children are playing in the playground.
The boys	The boys are playing in the playground.
in the yard.	The boys are playing in the yard.
jumping	The boys are jumping in the yard.
My friends	My friends are jumping in the yard.
etc.	

REPLACEMENT DRILLS

To make familiar patterns automatic.
To make children aware that name words (nouns) can be replaced by other words (pronouns) without changing the meaning.
(Use patterns with which children have already practiced repetition drills. Because vernacular speech uses the contracted form of the verb *to be*, the replacement pronoun often takes the contracted form she's, he's, etc.)

Drill

Aim

To make automatic the pattern replacing name words with *she, he, it.*

Teacher	Pupils (in chorus) (Teacher gives model when needed.)
Maria is a girl.	She's a girl.
Juan waters the plants.	He waters the plants.
Sara plays with jacks.	She plays with jacks.
Tony is a pupil.	He's a pupil.
Robert lives in Manhattan.	He lives in Manhattan.
Gloria lives in the Bronx.	She lives in the Bronx.

John and Carlos live in the Bronx.	They live in the Bronx.
The boys live in Manhattan.	They live in Manhattan.

One group gives pattern; other group makes replacement.
Individual children give pattern; individual children make replacement.

Other suggested patterns and replacements:

This is a table.	It's a table.
Juan is tall.	He's tall.
Maria is pretty.	She's pretty.
etc.	

CONVERSION DRILLS (TRANSFORMATION)

To make children aware of the transformational aspects of the language, e.g., to change simple affirmative statements to interrogative and negative forms.
To change from singular to plural. To make necessary changes in syntax.
(The statement pattern must be one the children have learned in repetition and substitution drills.)

Drill

Aim

To convert the statement form to the interrogative form.
(Use appropriate changes in intonation.)

Teacher	Pupils (in chorus)
This is a table.	Is this a table?
This is Maria.	Is this Maria?
He is in our class.	Is he in our class?
etc.	

Other possible patterns and conversions:

You are Maria.	Are you Maria?
You use crayons.	Do you use crayons?
We sing every day.	Do we sing every day?
Juan plays ball.	Does Juan play ball?
Maria played ball.	Did Maria play ball?
etc.	

Drill

Aim

To convert an affirmative statement to the negative form.
(Use appropriate stress.)

Teacher	Pupils (in chorus)
Ron is a monitor.	Ron isn't a monitor.
Luz plays ball.	Luz doesn't play ball.
I go to the movies every day.	I don't go to the movies every day.
I have a pencil.	I don't have a pencil.
This is a pencil.	This isn't a pencil.
etc.	

Drill

Aim

To change from singular to plural forms within the basic pattern:
This is ____ .
These are ___ .

(Use realia and pictures.)

Teacher	Pupils (in chorus)
This is a puppet.	This is a puppet.
These are puppets.	These are puppets.
This . . . (pointing to girl).	This is a girl.
These . . . (encircling girls).	These are girls.
This . . . (holding up toy).	This is a toy.
These . . . (holding up toys).	These are toys.

Individual children then hold up objects or point to pictures (first singular, then plural). Children answer in chorus: This is a ____ *or* These are _____ .

Individual children hold up singular and plural objects. Individual children say: This is a _____ *or* These are ______.

Drill

Aims

To make necessary conversions (transformations) for pronoun-noun agreement; for subject-verb agreement.

(At first the teacher gives the cues for each slot. As children gain greater understanding of English syntax, she gives only the basic clue which determines the necessary changes in other slots of the pattern.)

To practice the use of first, second, and third persons, singular and plural.

Familiar pattern: I have my coat in the closet.
Jose has his coat in the closet.

	Teacher	Pupils (in chorus)
	I have my coat in the closet.	I have my coat in the closet.
Cue:	You your	You have your coat in the closet.
Cue:	We our coats	We have our coats in the closet.
Cue:	They their coats	They have their coats in the closet.
Cue:	I my	I have my coat in the closet.
Cue:	We our coats	We have our coats in the closet.
etc.		
	Jose has his coat in the closet.	Jose has his coat in the closet.
Cue:	Maria her	Maria has her coat in the closet.
Cue:	She	She has her coat in the closet.
Cue:	He his	He has his coat in the closet.
etc.		

Drill the above in contrast.

	I have my coat in the closet.	I have my coat in the closet.
Cue:	Jose has his	Jose has his coat in the closet.
Cue:	He	He has his coat in the closet.
Cue:	pencil on the desk.	He has his pencil on the desk.
Cue:	I have my	I have my pencil on the desk.
Cue:	Maria has her	Maria has her pencil on the desk.
etc.		

The change in cues and the necessary adjustment in other slots of the pattern are discussed with the children before this drill:

	Teacher	Pupils (in chorus)
	Jose has his coat in the closet.	Jose has his coat in the closet.
Cue:	Maria	Maria has her coat in the closet.
Cue:	She	She has her coat in the closet.
Cue:	I	I have my coat in the closet.
Cue:	Juan	Juan has his coat in the closet.
Cue:	They	They have their coats in the closet.
etc.		

EXPANSION DRILL

Aim

To expand sentences by adding words or phrases to the basic structure.

Teacher	Pupils
Nancy studies from four to five.	Nancy studies from four to five.
Cue: always	Nancy always studies from four to five.
Cue: seldom	Nancy seldom studies from four to five.
Cue: never	Nancy never studies from four to five.
etc.	
Mr. Rivera came from Puerto Rico.	Mr. Rivera came from Puerto Rico.
Cue: last week.	Mr. Rivera came from Puerto Rico last week.
Cue: in 1955.	Mr. Rivera came from Puerto Rico in 1955.
etc.	

REDUCTION DRILL

Aim

To reduce a sentence by changing an expression to a word: pronoun, adverb of place, function word.

Teacher	Pupils
Mary has the notebook.	Mary has it.
Mary has the pencils.	Mary has them.
etc.	
I'm going to the library.	I'm going there.
I'm going to the cafeteria.	I'm going there.
etc.	
I think it's raining.	I think so.
I think it's a nice party.	I think so.
etc.	

INTEGRATION DRILL

Aim

To join two or more short sentences into a single sentence.

Teacher	Pupil
I have a pencil. It's yellow.	I have a yellow pencil.
I have a notebook. It's black. It's on my desk.	I have a black notebook on my desk.
etc.	

CUED ANSWER DRILLS

To apply learned sentence patterns and build confidence in expressing ideas in a simple hearer-speaker situation.

Aim

To review and apply sentence patterns, vocabulary, and pronunciation previously learned and drilled.

Teacher presents accurate models when children need help.

Procedure

1. Teacher asks question.
   Children answer in chorus.
2. One group asks question.
   Another group answers.
3. Teacher asks question.
   One child answers.
4. One child asks question of another.
   Other child answers.

Examples of Cued Questions

1. *Yes* type question answered by affirmative.

   Q: Maria is here, isn't she?
   A: Yes, she is.

2. *No* type question answered by negative.

   Q: Jose is not here, is he?
   A: No, he isn't.
   No, he's not.

3. *Choice* type of question.

   Q: Is Maria in school or at home?
   A: Maria is in school.

4. *Simple recall* question.

   Q: Who is in school?
   A: Maria is in school.
   Carmen, etc.

5. More difficult recall question (involves conscious choice in recalling words and sentence patterns).

   Q: Where's Maria?
   A: Maria is in school.
   (here).

   Q: Where's Jose?
   A: Jose is at home.

DIALOGUES

To give meaning and dramatic use to sentence patterns within a communicating situation (may be used to review familiar patterns or to present new patterns in dramatic form).

Procedure

Explain the dialogue situation and have children dramatize action when possible. Read the dialogue with normal tempo, intonation, and any appropriate gesture as you act each part. As children listen and watch, make certain they understand. Use any helpful visual aids.

After you read the dialogue through once, read one part at a time as children repeat with proper tempo and intonation. Correct any mispronunciation or incorrect sound production.

Use hand gestures to indicate rising or falling inflection and to indicate stress.

Next, divide the class into groups and rehearse one part with each group. Have groups then change parts.

When the children have memorized the dialogue, they dramatize it. Help, when necessary.

If the patterns or vocabulary in the dialogue are new to the children, follow the dramatization with oral pattern practice drills, using the patterns of the dialogue with familiar vocabulary or the new vocabulary with other familiar patterns.

DIALOGUE 1

Aim

To practice names and greetings.

Procedure

(Juan leaves the group and goes to the door. He approaches the group as if he is just entering the room.)

Juan: Good morning (afternoon).

Group: Good morning (afternoon), Juan (Maria, etc.).

Juan: How are you today?

Group: Fine, thank you.
How are you?

Juan: I'm fine, thank you.

Other children are then chosen to play Juan's part, and he rejoins the group.

This dialogue is enacted at the beginning of each language lesson or as a change of pace during Special Language Lessons until the children can automatically give responses. Each day another child may play the role of the entering child. Later, groups of two children at a time may carry on the dialogue.

DIALOGUE 2

Aim

To introduce names of objects.
To practice request pattern and amenities.

Procedure

First child (holding up object and replacing it): What's this?
Second child: It's a ______________________________.
First child: Please give Maria the ____________________.
Second child (giving object to child): Here, Maria (Juan, etc.).
First child: Thank you.
Maria (to second child): Thank you.
Second child: You're welcome.

DIALOGUE 3

Aim

To introduce and practice interrogative patterns and expression *Why not.*
To build vocabulary.

Procedure

Sara: Hello, Mary.
Mary: Hello, Sara.

Sara: Do you want to play ball?
Mary: No, not now.

Sara: Why not?
Mary: I left my ball at home.

DIALOGUE 4

Aim

To introduce the place of the descriptive adjective in the word order of sentence patterns.
To review familiar patterns and vocabulary.
To practice using *too* meaning also.

Procedure

(Jose is walking on the street with his dog. Maria comes along with her friend Juan.)

Jose: Hi, Maria.
Maria: Hi, Jose. You have a dog! Is he your dog?
Jose: Yes, he's my dog.
(Maria pets the dog as she talks.)
Maria (indicates Juan): This is Juan. He's in my class.
Jose: Hi, Juan.
Juan: Hi, Jose. That's a pretty dog. My sister Carmen has a black cat. The cat has a red collar.
Jose (shows his belt): I have a red belt. (Points to Juan's tie.) He has a red tie.

Maria: My teacher has a red pencil and a blue pencil, too.
(A nurse enters, walking by; she wears a nurse's cap. She stops and chats.)
Nurse: Hello, children. That's a pretty dog.
Jose: He's my dog. I'm Jose. (Points to Maria and Juan in turn.)
She's Maria; he's Juan.
Nurse (pets dog): Hello. He has a pretty brown coat.
Maria: Are you a nurse?
Nurse: Yes, I am.
Jose: Are you a school nurse?
Nurse: No, I'm not. I'm a clinic nurse.
Juan: We have a pretty school nurse. She has a white cap, too.
Nurse: I have to go now. Goodbye.
Children: So long. (To each other.) So long. (Juan and Maria go off to one side as Jose and his dog go in the opposite direction.)

The telephone conversation is the most obvious application of the dialogue technique of second-language teaching. A dialogue of the conversation is prepared and taught. The New York Telephone Company will supply the equipment shown here. The dial on the large chart actually rotates. There is a control box that produces dial tone in the instruments and makes them ring.

HOW WE GET HELP

Chapter Four

SUGGESTIONS FOR INSTRUCTION OF PUPILS RATED "C" ON THE ORAL LANGUAGE ABILITY RATING SCALE

"C–Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends in part, on translation of words and expressions from foreign language into English and, therefore, speaks hesitantly upon occasion." [2]

Many children learning English as a second language in the special language instruction program in the New York City schools reach a plateau of achievement in oral language ability at the "C" level. These are the children who, finding themselves in an English-speaking school environment, are strongly motivated to achieve a measure of communication in order to be able to participate in class and school activities. Though the oral English forms and structures which they use at this level may reflect the foreignisms of their native language, they can make themselves understood in most situations. For many children this is satisfactory communication, for this achievement is likely to have required a great emotional effort on their part. Wilga Rivers in *The Psychologist and the Foreign Language Teacher* states:

> "It is well to examine the demands made on the student learning a foreign language. We are asking him to return to a very immature state in his development . . . . It has taken him many years . . . to achieve control of his own language as an effective tool, almost an arm of his personality. Suddenly he is plunged back into complete helplessness . . . . Now he is asked to practice sounds, to fumble about with words and modes of expression, to follow blindly the lead of the teacher. . . . The material he is asked to learn or read often has childish content, so that he feels ridiculous repeating it. He is also in danger of making foolish mistakes in a public situation, with the possibility of his companions laughing at him . . . . He must only imitate, limiting what he has to say to the few simple ideas for which he has

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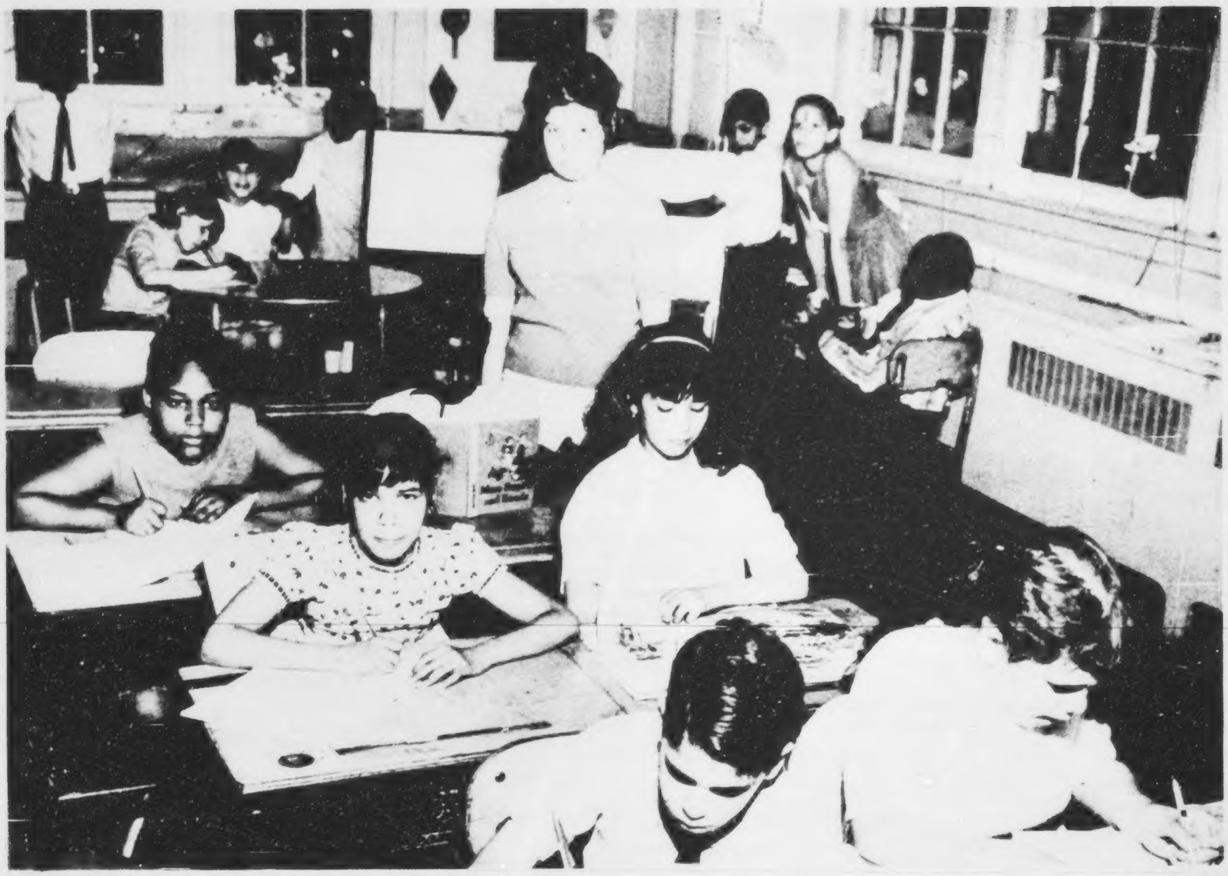
[2] Board of Education of the City of New York, *Puerto Rican Study Report: Oral Language Ability Rating Scale* (New York: The Board, 1958), p. 169.



Instruction for the child whose oral language ability is rated "C" on the Oral Language Ability Scale can be handled by the classroom teacher within class groupings. The pupils at the back of the room are the second-language learners. The other children have been helped on their way to accomplish individual assignments according to their needs.

learned the foreign expressions . . . . When he tries to express what he is really thinking, he lapses into the modes of expression of his own native language. . . . He must think and talk for a while in an unreal world where you say not what you want to say, but only what can be concocted from the few foreign language forms you know, no matter how infantile or how irrelevant to real-life affairs it may seem."

If this is true for children learning a new language as a *foreign* language, it is certainly true for the children above the third-year level who are learning English as a *second* language in our New York City schools in classes with English-speaking children of the same age.

The teacher planning this special program for "C" children must understand these emotions in her students. She must show an appreciation of their present level of achievement while she imbues them with the desire to achieve greater facility in order to express their own personalities as fully as they can in their native language. She helps them to see the relation between this facility in language and successful performance in all areas of the curriculum. To help the children reach this full potential, a program is developed to correct their foreign forms and structures and expand their patterns of expression in speaking, reading, and writing.

THE PROGRAM

The program then provides for both correction and extension of language habits and skills. In the remedial area the children should have as their aim the correction of their errors through automatic control of the correct form. In order to achieve this, children must first be made aware of the errors.

From the Comparative Analyses in this book, the teacher can determine whether or not the errors are those stemming from interference of the children's first language. When sounds, forms, and structures of English do not occur in that language, children translate into English the sounds, forms, and structure of their native language that express the same idea. They often do not *hear* the difference where this interference occurs. At this level of language development, it can be helpful to the children to call to their attention this reason for their errors. This would provide a climate of understanding and a meaningful motivation for listening experiences to help them develop the habit of concentration necessary to distinguish between likenesses and differences.

Many listening experiences should be provided. At first the likenesses and differences can be very obvious; as concentration develops, more subtle differences are introduced. The teacher is referred to the listening activities and games suggested in the *Handbook for Language Arts: Grades Three and Four*. After practice with these, some can be adapted to include listening for the differences between correct forms or structures of English and the incorrect ones of the children's language habits. Oral language drills are then used to make the correct forms and structures automatic. When oral production of the correction is achieved, recognition of the written representation is important at this level in order to improve reading and writing skills as well.

Follow-up should occur in all areas of the curriculum as a practical application of the language lesson for the children. The teacher, however, must be sure she has established goals of achievement about which the children are enthusiastic. Her rapport with them must insure no discouragement of oral expression. There must be no *carping* attitude of insisting on perfection.

In providing for *extension* of language habits and skills, the children are helped to progress from short basic sentences to more complicated patterns using phrases and clauses to express more complicated ideas. This can be done in the Special Language Lessons by establishing and practicing expanded sentence patterns as developed in this Handbook beginning at p. 9. In the reading program, oral practice of more complicated and less familiar patterns and forms found in the reading material should precede the use of the book. Further practice of these is included in the Special Language Lesson and writing lessons to make these patterns and forms part of the pupils' oral and written language.

Some Needed Corrections of Language Habits

The following is a list of areas of English in which corrections need to be made for many "C"-level children. However, the teacher should include any others in need of correction.

FORMS

Plurals of Content Words

a. *Concept* of more than one expressed by addition of *s*, *es* (See Comparative Analyses.)

b. *Sound production* of *s*: as *s*; as *z*.
es: as *ez*; as *iz*.

(See Comparative Analyses for Spanish-background children.)

c. *Possessive form of nouns:* (See Comparative Analyses for Spanish-background children.)

Verb Endings

a. Use of addition of *s* for third person singular, e.g., He run*s*; Maria eat*s*; etc. (See Comparative Analyses.)

b. Use of addition of *ed* in all persons of the verb, singular and plural, for past tense of regular verbs, contrasted with change in singular present tense form, e.g., I, You, She, Maria, jump*ed*; Maria, She, Jose, He jumps.
I, We, You, They jump.
We, You, They, Maria and Jose jump*ed*.
(See Comparative Analyses.)

c. Use of correct form of past tense of irregular verbs, e.g.,

I ran; I ate, etc. A Magic Word list of irregular verbs, compiled as they are taught, will be helpful for memorization.

d. Use of past participle of irregular verbs, e.g., have eaten, was taken, etc.

Pronouns

Possessive form of *mine*. Children make the analogy of her*s*, your*s*, their*s*, our*s*, to *mines*.

SOUND PRODUCTION

s: (s) (z) (See Comparative Analyses for Spanish-background children.)

es: (ez) (iz)

ed: (d) (t) (ed) (See Comparative Analyses; Consonant Clusters for Spanish-background children.)

STRUCTURES

Auxiliaries

Use of auxiliary *to be* plus present participle for immediate ongoing action; all persons of the verb past and present tenses, e.g.,

I am painting; I'm painting
He, She, Maria, Jose *is* painting; He's, She's, Maria's painting.
We, They, You, Maria, and Jose *are* painting;
We're, They're, You're painting.
I, He, She, Maria, Jose *was* painting.
We, They, You, Maria and Jose *were* painting.

(See Comparative Analyses for Spanish-background children.)

Interrogatives and Negatives

a. Use of *do-don't; did-didn't; does-doesn't* (See Comparative Analyses.)

b. Use of introductory words: when, where, why, what, etc. (See Comparative Analyses for Spanish-background children.)

c. Use of inversion of verb *be* and *can* as auxiliaries, e.g.,

Is Maria calling your name? Can Jose come to the park? (See Comparative Analyses for Spanish-background children.)

Pronouns

a. Use of pronouns as replacers to correct double subject e.g.,
My uncle he sings.
My uncle sings.
He sings.

b. Use and agreement of possessive pronouns and nouns, e.g.,
Maria has *her* hat.
Jose has *his* hat, etc.

(See Comparative Analyses for Spanish-background children.)

Agreement

Agreement of subject and verb as to number and person, e.g., Maria plays ball every day. Maria and Jose play ball every day, etc.
(See Comparative Analyses.)

Prepositions

Use of *in, on, at* (See Comparative Analyses for Spanish-background children.)

Modifiers

a. Place of adjectives in word order, e.g., the *blue* dress; the *long* blue dress; the *pretty*, long blue dress, etc.
(See Comparative Analyses.)

b. Non-agreement in English of adjectives and nouns in number and gender. (See Comparative Analyses.)

Suggested Developments for Correcting Structure

The lessons designed to *correct these errors* are based on the principles of second-language learning: presentation of the correct form within a situation meaningful to the children; many opportunities to hear a model of the correct form, many opportunities to repeat the correct form within the meaningful situation; oral language drills to make the correct form automatic; application to other situations within the children's experiences, relating the written representation to the oral production (reading); relating reading and oral production to writing.

The needs of the children will determine what errors are chosen first for correction. However, in order to maintain interest, the teacher varies the lessons by alternating topics of structure, sound production, and form. (See Comparative Analyses.) She must not leave a topic, however, before one complete development is accomplished. Each new aim begins a new development. The number of lessons required to accomplish the aim will depend on the ability of the children to acquire the desired skill.

The following developments indicate the steps for correcting any structural error. The correction of the use of the auxiliary is used as an illustration.

LESSON 1

Teacher Aim

To establish the use of the auxiliary with the participle of regular verbs for immediate ongoing action.
To contrast the simple present of regular verbs for habitual action with the auxiliary form.
To teach the first person of *to be*.
To teach the contracted form *I'm*.

Pupil Aim

To understand and practice when to use *am* plus the action word; when to use just the action word.
To use the correct structure without thinking about it.

Presentation

Explain the different uses of the two structures. If the children are of Spanish background, discuss the ways this idea is expressed through the structures of English and Spanish. Explain that this may be why the children make the error. They must, therefore, make a special effort to overcome this problem. (See Comparative Analysis, Spanish and English.)

Introduce the two structures, explaining their use to denote immediate action or habitual action. Cue them with *time words* or *expressions*.

Walk to your desk, saying,
I am walking to my desk now.
at this minute.
while I am talking.
etc.

Stand still, face the class, and say,
I walk to my desk every day.
all the time.
every morning.
etc.

Repeat the model many times as children listen.
Give many children the opportunity to carry out the action and repeat the patterns which have been established.

A game is set up: Children are asked to do something now that they do every day and to verbalize it. Pantomime can take the place of direct action for those activities done outside the classroom, e.g., I am playing ball in the playground now. I play ball in the playground every day. A round robin game will give all children an opportunity to perform and practice the structures. Help by repeating the models when necessary.

After the game explain that although people mean, I am talking, they usually join *I* and *am* together to make *I'm*.

Call on children to give both versions.
Ask: What are you doing, Jose?
Jose: I am sitting in my seat.
Teacher: Say it another way.
Jose: I'm sitting in my seat.

Many children are given an opportunity to practice the *I'm* response. Finally, they give only the contracted form as an answer. After much practice with the structures in meaningful situations, the correct responses must be made automatic. Class then practices an oral language drill, requiring an automatic response. For these structures a conversion drill is used. If the children are unfamiliar with the procedure, explain how the drill is to be done. (See Oral Language Pattern Drills.)

Drill

This is a suggested conversion drill, cued by time words and expressions.

Teacher		Children (in chorus)
I'm painting now.		
Cue:	every afternoon	I paint
I drink every day.		
Cue:	now	I'm drinking
I'm writing now.		
Cue:	every day	I write
I talk every day.		
Cue:	now	I'm talking
etc.		

At first the entire group responds to the teacher; then two groups are created; one takes the teacher's part; the other responds. The groups then exchange parts.

Application

Suggestions for *oral discussion* with the children:

Teacher: What are you studying in social studies now?
Maria: I'm studying about New York.
Teacher: What are you painting at the easel, Jose?
Jose: I'm painting a picture.
Teacher: Tell me something you do every day.
Angel: I carry packages at the A & P.
Elsa: I wash dishes for my mother.
Teacher: What are you doing now?
Angel: I'm talking.
Elsa: I'm listening.
etc.

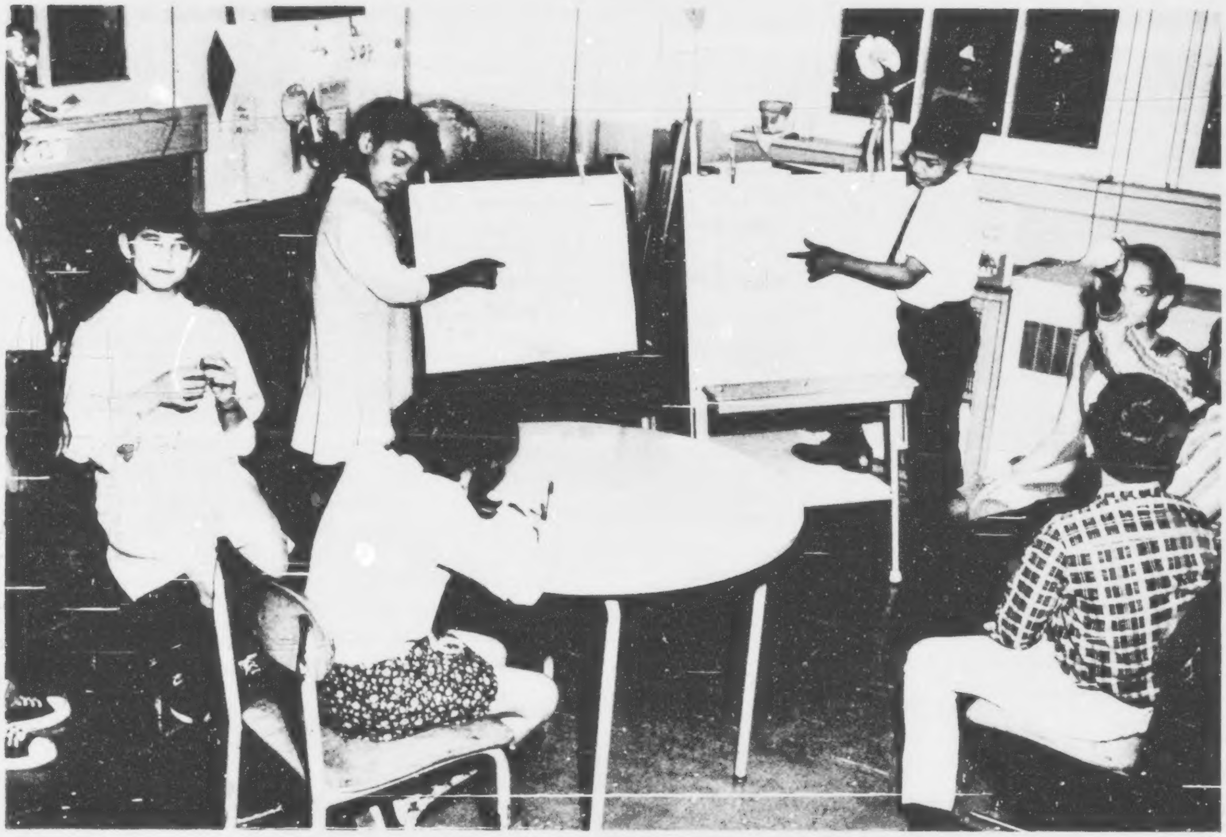
A *Reading Study Chart* is developed. Suggestions follow:

I'm walking to school now.
I walk to school every day.
I'm jumping rope now.
I jump rope in the playground all the time.
I'm playing ball this minute.
I play ball three times a week.
I'm washing my face now
I wash my face every morning.
etc.

Activities

Read the chart orally with the proper rhythm, stress, and intonation, as the children listen and follow with their eyes. Then read two sentences at a time in the same way and have the children read them aloud in unison, imitating the model. Ask questions which the children answer by reading the chart silently and finding the sentences which they read orally. Display oaktag cards with *time words* or expressions on them, e.g., *this minute, now, every morning,* etc. Children match the time words or expressions to those on the chart and read the entire sentence, using the proper rhythm, stress, and intonation. Oaktag cards containing the verb forms are added, e.g., *I'm walking, I walk*. Children match the time words to the correct verb form, then match both with the sentence on the chart, and read the sentence orally. Individual children read the entire chart; then the group reads it in unison.

Having established the words and expressions that indicate *time* for signaling the correct choice of structural pattern, establish *the structure* as signaling time. Cover the time words and expressions on the chart and ask the children to start at the top and read all the sentences that tell us what is happening *now, at that minute, immediately*. Help the children, if necessary, to choose the structures of immediate ongoing action. The children read the sentences that have the auxiliary structure. Next, ask the children to read the sentences that tell what happens all the time or many times. Help them to select the simple present indicating the habitual pattern. Discuss with the children how they can tell from the sentence whether something is happening at the moment or whether it is something that happens frequently or all the time.



These children are playing a game. After much oral practice and some oral control, the children, with the help of the teacher, have developed charts. Children in the group pantomime an action. The children at the charts point to the pattern that describes the pantomime.

Write a variety of sentences on the chalkboard; use the present progressive form and the simple present for habitual action. Do not add the time words. Children select oaktag cards prepared with appropriate time words or phrases on them and match them to the verb form of the sentence, e.g.,

I play ball once a week. I'm walking in the park now.
etc.

A chart such as this might be developed:

NOW	MANY TIMES
I'm walking	I walk
I'm jumping	I jump
I'm washing	I wash
I'm playing	I play
etc.	

Writing

Children copy *chart* and *lists* in their notebooks as an independent activity. They add to them as other persons of the verb are added. At handwriting time include practice of letters and words with which the children may have difficulty, e.g., the *g* in *ing*; final *k*, etc. After they have copied the chart and lists and have had many experiences with completion and multiple-choice writing exercises, they write the sentences from *dictation*. Dictate two a day, saying the entire sentence first, using normal tempo, stress, and intonation. The children listen. Then say a phrase at a time, pausing for them to write it. e.g., I'm walking to school now; *I'm walking* (children write); *to school now* (children write).

Then say: I walk to school every day; *I walk* (children write); *to school* (children write); *every day* (children write). Children correct their writing by referring to the chart in their notebooks. Check to make sure they have the correct form and give help when necessary. The children rewrite any sentence that needs correction.

LESSON 2

Teacher Aim

Same as for previous development: third person singular of the verb *to be; is* painting, etc.
To teach contracted forms not previously taught.

Pupil Aim

Same as for previous development: *is* followed by the action word.

Presentation

Review previous structures through quick conversion drill. See previous development.

Call on Jose to walk to the pencil sharpener as you say: Jose *is* walking to the pencil sharpener. *He* is walking to the pencil sharpener. Jose repeats the action as the children say: Jose *is* walking to the pencil sharpener. *He* is walking to the pencil sharpener. Say: Jose walk*s* to the pencil sharpener every day. The children repeat the habitual pattern.

Explain that this is different from the way you say it in some other languages. You do not add an *s* (sound) in some languages when you talk of *he, she, Jose, Maria, My sister,* etc. This may be why you do not say it when you speak English. You may not even have heard or noticed it. (See Comparative Analyses.) Now listen again; listen for the *s* sound. Give model. Children repeat. Jose walk*s* to the pencil sharpener every day. Now we'll say the same sentence, but instead of saying Jose, we'll say Maria. The children say the pattern. The same procedure is used for the third person singular with all verbs.

Have the children repeat this verbalization with many activities, using the immediate present and habitual structures in contrast. Explain the contracted forms: *he is, he's; she is, she's; Maria is, Maria's; Jose is, Jose's.* Give the children many opportunities to practice these contractions in the situation described above.

Drill

When the children understand the use of each structure, proceed to the conversion drill to make the response automatic. Adapt the one in the previous development to these structures. As in the previous development, cue it with time words and expressions. Drill the first and third person in contrast, e.g., say: *I'm walking;* give the cue: Jose. The children respond: *Jose's walking,* etc.

Application

This might take the form for oral discussion as described in the previous development or any other form suitable to the children's needs and creativity. Reading and writing follow as described in previous development. The children add these to their Now and Many Times Lists.

LESSON 3

Aim

The same as the two previous developments: we, they, Maria and Jose; present progressive and simple present tenses.

Presentation

Discuss with children the structures that indicate immediate ongoing action and those that indicate habitual action. Introduce the new structure by contrasting it with ones previously taught. Have the children dramatize the action and repeat the structures in unison, following your model.

He *is* painting now.	They *are* painting now.
She *is* painting now.	We *are* painting now.
I *am* painting now.	Jose and Maria *are* painting now.
etc.	

Have class practice, making it clear that the auxiliary form must change to agree with the plural subject (not in technical terms); practice contrasts for the progressive form indicating ongoing action with the simple present for habitual action, e.g.,

We are painting now.	We paint every day.
etc.	

After you explain, have the class practice the contracted form. Develop the following conversion drill after you establish the meaningful use of the structures.

Drill

Conversion of verb

Teacher	Children
Jose's painting now. Cue: every day	Jose paints
We're painting now. Cue: every day	We paint
We study every day. Cue: now	We're studying

We're talking now. Cue: every day	We talk
I'm talking now. Cue: every day	I talk
She jumps every day. Cue: now	She's jumping
I write every day. Cue: now	I'm writing
We write every day. Cue: now	We're writing
They play every day. Cue. now	They're playing
etc.	

Drill

Agreement of subject and verb

Teacher	Children
She writes every day. Cue: I	I write
We write every day. Cue: Jose	Jose writes
I write every day. Cue: He	He writes
They write every day. Cue: Maria	Maria writes
Maria writes every day. Cue: They	They write
He writes every day. Cue: We	We write
etc.	

Application

This can take the *oral form* of the one in the first development or any other suggested by the needs or creativity of the children. Reading and writing follow.

Reading: A chart such as described in the first development is used with similar activities.

Writing: The children copy the chart and add to their Now and Many Times Lists, e.g.,

Now	Many Times
He's writing	He writes
Maria's playing	Maria plays
etc.	

Rexographed materials of completion and multiple-choice exercises give children many writing experiences and precede dictation. See previous development for explanation of sentence dictation.

After practice in speaking, reading, and writing, when control is achieved, pupils can make generalizations about regular verbs: adding *s* to the third person singular in the present tense, e.g., he write*s*, Maria write*s*; adding *ing* to the verb to form the participle (not in technical terms), e.g., I'm walk*ing*, Jose's walk*ing*, etc.

These generalizations form the basis for second-language learners to make an analogy when they use any regular verb for expressing their own ideas in free conversation, expressional writing, or reading comprehension of new material.

LESSON 4

Teacher Aim

To teach the past progressive for all persons of the auxiliary *to be* followed by the participle.

Pupil Aim

To learn how to express the idea of something happening in the past at a particular time.
To learn when to use *am, was, is, are, were* with action words.
To practice until this use becomes automatic.

Presentation

Have a quick conversion drill to review form of *to be*. Explain procedure if children are unfamiliar with it. (See Oral Pattern Practice Drills.)

Drill

Conversion of present to past

Teacher	Children
I am – I'm	
Cue: yesterday	I was
He is – He's	
Cue: last week	He was
She is – She's	
Cue: this morning	She was
Jose is – Jose's	
Cue: before	Jose was

He is He's	
Cue: before	He was
We are We're	
Cue: yesterday	We were
They are They're	
Cue: last Thursday	They were
You are You're	
Cue: before	You were
etc.	

After the drill, send Jose to the pencil sharpener and ask him to sharpen his pencil. Review the present progressive on which you will base your presentation of the past progressive:

Teacher (as Jose is sharpening his pencil): What are you doing now, Jose? (Model the answer, if necessary.)
Jose (as he is doing it): I'm sharpening my pencil now.
Teacher (after Jose has finished sharpening his pencil): What were you doing before?
Jose: I *was* sharpening my pencil before. (Help if child has not made the analogy of the use of *I am* with use of *I was* for past time.)

This is repeated with many activities using realia and pantomime, e.g.,

Teacher (as she walks to her desk): I'm walking to my desk now.
(As she completes the action and sits at her desk): I was walking to my desk before. (Repeat model several times.)
Children repeat the patterns modeled by the teacher.
Teacher: Juan, show us how you play ball and tell us about it.
Juan (as he pantomimes playing ball): I'm playing ball now. (Continues action.)
Teacher: What is Juan doing? He's playing ball now. (Repeat.)
Children (with teacher's help): He's playing ball now.
Teacher: Juan, stop playing ball and tell us what you were doing.
Juan (after pantomime): I was playing ball before.
Teacher: Children, what was Juan doing? He was playing ball before.
Children (with teacher's help): He was playing ball before.
(Repeat with many children and varied action.)

Teacher: Children, stand and march in a circle. Tell me what you are doing as you do it. (Give model: We're marching in a circle now. Repeat it several times.)
Children (as they march): We're marching in a circle. (Help, if necessary.)
Teacher: Stop and return to your seats. Tell me what you were doing before you sat down. (Models: We were marching in a circle. Repeat model several times.)
Children: We were marching in a circle. (Help, if necessary.)
(Repeat this with class and groups, with varied action.)

Teacher (pointing to other children): What were they doing before, Jose? (Give model several times: They were marching in a circle.)
Jose: They were marching in a circle. (Help, if necessary.)
Teacher: What were you doing before you sat down, Maria? (Models: I was marching in a circle.)
Maria: I was marching in a circle. (Help, if necessary.)
etc.

Present the following chart.

Happening Now			Happening Before; Yesterday; Last Week		
Maria She Jose He	is	marching playing jumping	Maria She Jose He	was	marching playing jumping
Maria's She's Jose's He's		marching playing jumping			
My friend mother teacher	is	reading talking working	My friend mother teacher	was	reading talking working
My friend's mother's teacher's		reading talking working			
You They We	are	marching playing jumping	You They We	were	marching playing jumping
You're They're We're		marching playing jumping			
My friends The mothers The teachers	are	talking reading working	My friends The mothers The teachers	were	talking reading working
I	am	marching playing jumping	I	was	marching playing jumping
I'm		marching playing jumping			

You and the children read the chart horizontally as you cue it with *happening now, happening before*, e.g.,

Maria is marching	Maria was marching.
Maria's	Maria was marching.
She is marching	She was marching.
She's	She was marching.

Jose is marching	Jose was marching.
Jose's	Jose was marching.
He is marching	He was marching.
He's	He was marching.
etc.	

Special practice is given to the omission of *is* with the contracted form, a common confusion. Explain that *Maria's* really means *Maria is; she's* really means *she is,* etc.

Repeat the above for *playing, jumping,* etc. Make other participle substitutions.

This procedure is repeated with each succeeding group of sentences on the chart.

After reading and practicing the patterns on the chart, the children can be led to generalizations as outlined by the boxes, e.g., all those that take *was* for past happenings; all those that take *were* for past happenings.

Game

Materials

A box or basket of cards and two pocket charts or flannel boards. Each card has a word on it, e.g.,

Maria He Jose She You We They I

(two cards for each of the above)

My friend My mother My teacher My friends The mothers The teachers

(one card for each above)

is am (one each)

was are were (two each)

marching playing jumping talking running singing dancing listening etc. (two each)

before yesterday last week now (as many as there are children in each team)

Procedure

The children are divided into two teams. One is the *Happening Now Team;* the other the *Happening Before Team.*

Each team forms a line. At a signal the game begins. Each child in each team, in turn (the teams operating simultaneously), goes to the box or basket, selects the cards that form a structure that suits the name of his team. He places them in the pocket chart assigned to his team. He must use proper word order to form a sentence. He goes to the end of the line as the next child goes to the box and flannel board or chart.

Example:

Happening Now	Happening Before
Maria is jumping now	We were talking before
They are running now	I was playing yesterday
etc.	etc.

Scoring: The team that finishes first gets five extra points. Children read the sentences. The team wins five points for each correct sentence. Incorrect sentences are corrected, but each team loses five points for each incorrect one. (Sentences must be correct in both word order and auxiliary form.) The team with the most points wins.

After many opportunities for pupils to practice the correct form of the past progressive tense, use oral language pattern drills to make its use automatic.

Drills

A. Conversion Drill (present progressive to past progressive)

Teacher	Children
Maria is singing now. Cue: yesterday	Maria was singing.
My friend is talking now. Cue: last week	My friend was talking.
I am dancing now. Cue: last Monday	I was dancing.
You are listening now. Cue: before	You were listening.
She is playing now. Cue: yesterday	She was playing.
My friends are playing now. Cue: last week	My friends were playing.
etc.	

B. Substitution Drill

Teacher	Children
Maria was singing.	Maria was singing.
playing	Maria was playing.
She	She was playing.
dancing	She was dancing.

Jose		Jose was dancing.
He		He was dancing.
	working	He was working.
I		I was working.
My father		My father was working.
They were working.		They were working.
	painting	They were painting.
	singing	They were singing.
We		We were singing.
You		You were singing.
	studying	You were studying.
etc.		

Additional language drills can be used if the teacher feels they are needed. See Oral Pattern Practice Drills described in this bulletin.

Application

Create a dialogue to encourage children to apply the patterns in a communicating situation. The dialogue which follows is a sample. Create one to suit the interests and maturity of the children. For a discussion of the method and purpose of dialogues, see Oral Pattern Practice Drills.

Dialogue

Situation: A group of children are standing together after the lunch recess. They are waiting for the afternoon session to begin.

Juan: What were you doing in your social studies committee this morning, Jose?
Jose: I was reading my social studies book.
Alfredo: What were you doing, Carmen?
Carmen: I was drawing a picture.
Rosa: Maria, you are the chairman of your committee; tell me what each child was doing.
Maria: Jose was reading, Carmen was drawing, Alfredo was painting, and I was writing.
Juan: What were they doing in your committee, Ana?
Ana: They were working.
Angel (to group): What were you doing when the principal came in this morning?
Group: We were working.
Juan: There's the bell!
Group: It's time for work.

In order to give all children an opportunity to use all structures, the parts can be interchangeable.

Reading

Develop a study chart.

I'm dancing now.
I was dancing before.

She's working now.
She was working yesterday.
Maria's singing now.
Maria was singing last week.

Jose's playing now.
Jose was playing yesterday

They are studying now.
They were studying last Monday.
We are working now.
We were working this morning.

Activities

Having established the *words* and *expressions* that indicate *time* for signaling the correct choice of structural pattern, now establish the *structure* as signaling *time*. Cover the time words and expressions on the chart and ask the children to start at the top of the chart and read all the sentences that tell us what is happening now. Help, if necessary. Ask the children to read the sentences that tell *what was happening before, last week, in the morning*. Help them to select the sentences with the past progressive tense. Discuss with the children how they can tell from the sentence whether something is happening at that moment or whether it was happening at an indicated earlier time.

Writing

Children copy the study chart and lists developed in these lessons. If the children have a need for understanding and reading the dialogue form (perhaps they are going to read a play in their reading books), write the dialogue they have learned on a chart. In a writing lesson discuss the special way in which dialogue is sometimes written in plays. Suggest they may wish to write an original dialogue sometime. After pointing out the special form, have the children copy the chart. The handwriting and dictation lessons would be based on the copying exercises. (See dictation in the first development.)

At this point, you may wish to review the use of the auxiliary *to be* for all persons, past and present tenses. A dialogue using all these structures is one way of accomplishing this with meaning and interest for the children. Include any words relating to sound production and forms of English correction that have been previously drilled or which you wish to introduce. (See Dialogues in Oral Language Practice Drills.)

LESSON 5

Teacher Aim

To teach question form of verb *to be* as an auxiliary.

Pupil Aim

To learn how to make a question out of a statement.

Presentation

The use of dialogues for review practice has been illustrated in previously described developments. Dialogues are also an effective way of introducing new material. These should include familiar elements with the new ones to be learned.

The dialogue form stimulates interest and effort by simulating situations in which the children see a real need for the use of language in communicating ideas. (See Oral Pattern Practice Drills.)

The following is an illustration of how to develop lessons based on some of the new material introduced by the dialogue:

Familiar Material	New Material
Progressive form of verb *to be* with all persons; singular and plural subjects; statement structure.	Possessive pronoun as modifier; as predicate complement. Question form of progressive structure.
Inversion of verb in word order in question form of *to be*	Use of question word *where.*
Place of adjective modifier in word order.	Place of two adjective modifiers in word order.

Dialogue

Jose: Hello, Maria, are you taking a walk?
Is he your dog?

Maria: Hello, Jose. Yes, he's mine.
I'm taking him for a walk.

Jose: He's wearing a pretty red coat.

Maria: He has two coats.
His green coat is home.

Jose: My sister Carmen has a cat.
Her name is Fluffy.

Maria: Is Fluffy yours or hers?

Jose: Fluffy is hers.
Carmen and my little brother are playing with her now.
Where are you going?

Maria: We're going for a walk.

Jose: Where are you going to walk?

Maria: We're going for a walk in the park.

Jose: May I go with you?

Maria: Yes, please come.

Jose: Thank you.

Procedure in Use of Dialogue

1. Group boys and girls separately.
   Teach part to each for memorization.

2. Divide group into halves, each taking a part, with teacher's help.

3. Subgroups exchange parts.

4. Act out dialogue with entire group: one half takes Maria's part; one half takes Jose's part.

5. Ask for volunteers, a boy and a girl, to act out dialogue (with teacher's help).

6. Repeat, giving many boys and girls an opportunity to act out the dialogue.

7. Sum up by having all boys saying boys' part and all girls saying girls' part, as teacher writes chart. Point out dramatic form illustrated in the dialogue.

If children have not memorized dialogue by the end of the lesson, repeat the procedure above in the next lesson.

LESSON 6

Teacher Aim

To develop the question form of *to be* with the participle (progressive form).

Pupil Aim

To discover what happens to the word order when making telling sentences into asking sentences.

Presentation

Refer the children to the following sentence in the dialogue: Is he your dog? To review the question form of *to be*, ask: What kind of sentence is this? Elicit from the children that it is a sentence that asks something. Ask: Who can remember how to make that into a sentence that tells something? Elicit the response: He is your dog. Help, if necessary. Use oaktag cards with a word on each, e.g.,

He dog your is

Ask a child to put the cards in the pocket chart to make a sentence that tells something, e.g.,

He is your dog .

Then ask: Who can come to the chart and change the cards around to make an asking sentence? A child moves the is to the front of the sentence and moves the He to the place previously occupied by is , e.g.,

He is your dog .

is He your dog ?

Discuss with the children what has happened to the telling sentence to make it into an asking one. What must one do to the first letter of the sentence? What must one do to the first letter of *He*? Repeat the above with cards that have all persons of *to be*, e.g.,

I am your friend .
He was a teacher .
They are eating .
etc.

The children convert the above to question sentences.

To highlight further the change in word order of the subject and verb, practice a quick conversion drill. It is confined to *subject, verb order*, and *conversion to contractions* where that is common usage, e.g.,

Teacher	Children
Is he?	He is. He's
I am I'm	Am I?
They are They're	Are they?
You are You're	Are you?
Are we?	We are We're
etc.	

After a discussion about what happened in the word order to *is, am, are,* etc., when forming a question, refer to the following sentence in the dialogue: *Are you taking a walk?* Ask the children to make a sentence that tells something from that sentence that asks something.

Help by reminding them of what they did to the *are, is, am* in the sentences they have just been practicing.

Elicit the statement, *You are taking a walk.* They discuss the change in word order.

Refer to the dialogue, indicate each of the progressive forms, and ask the children to change them. Model the statement and question; children then give both forms, e.g.,

I'm taking him for a walk.
Am I taking him for a walk?

He's wearing a pretty red coat.
Is he wearing a pretty red coat?

Carmen and my little brother *are* playing with him now.
Are Carmen and my little brother playing with him now?

We're going for a walk.
Are we going for a walk?

Avoid the question with the question word *where.* That will require a special development.

A round robin game gives further practice. Have the children sit in a circle. Start with a telling sentence in the progressive form. Choose a child in the circle to change it to a question form, e.g.,

Teacher: We're playing a game.
First child: Are we playing a game?
First child: I'm reading a book.
Second child: Am I reading a book?
Second child: He's playing ball.
Third child: Is he playing ball?
etc.

After the game, if you feel the children understand the change in word order, use a conversion drill to make the use of the question in the present progressive automatic. (See Oral Pattern Practice Drills.)

Suggested Lessons for Correcting Use of Pronouns

LESSON I

Teacher Aim

To teach possessive pronouns as modifiers; agreement in gender of words replaced by pronoun.

Pupil Aim

To learn when to use *her, his, your, their, my* when talking of things that belong to you or to others.

Presentation

Call on two children to dramatize and review the dialogue. Refer to the sentence, Is he your dog? Children change this question to a statement, He is your dog. If there are Spanish-background children present, explain differences between English and Spanish versions of this sentence, and indicate that the differences may be the reason why children of Spanish-background make errors in the English version. (See Comparative Analyses.) Point to a boy and say: He is *his* dog. Continue this procedure with: He is *her* dog (pointing to a girl). He is *my* dog (pointing to self). He is *their* dog (indicating group).

They discuss the change in pronoun. If you mean the dog belongs to that *man*, you say *his* dog; if you mean that the dog belongs to that *girl*, you say *her* dog; if you mean the dog belongs to that group of *people*, you say *their* dog; if you mean that the dog belongs to *all of us*, you say *our* dog.

If you ask whether the dog belongs to *you*, you say *your* dog. Your answer is: He is *my* dog. Recall the *I – you* relationship in questions and answers. Point out that *my* and *your* can be any girl, boy, man, woman. Then illustrate the further use with *Maria* has *her* dog on a leash. The children repeat the pattern.

Continue with:

Teacher: *Jose* has *his* dog on a leash. (Children repeat the sentence.)

Teacher (indicating group): These children are sitting in *their* seats. (Children repeat.)

Teacher (indicating herself): *I'm* wearing *my* shoes. (Children, indicating themselves, repeat the sentence.)

Teacher, pointing to a child: *You* have a pencil on *your* desk. (Children, pointing to each other, repeat the sentence.)

Give each child an opportunity to make up his own sentence, using the correct possessive pronoun. Help, when necessary.

Develop this chart with the class.

boy	his
girl	her
man	his
woman	her
lady	her
teacher (lady)	her
teacher (man)	his
children	their
etc.	

Help the children read the chart from left to right. Call on children to put each line into a sentence, e.g.,

The *boy* has *his* hat on *his* head.
The *girl* has *her* hat on *her* head.
etc.

Drill

When pupils understand the use of the possessive pronoun, conduct oral pattern practice drills. (See Samples, Oral Pattern Practice Drills.) Use substitution drills: first single slot, then multiple slot. After this practice, use a conversion drill to help with pronoun agreement.

Writing

The children copy the chart into their notebooks.

Application

Prepare rexographed material: a paragraph omitting the pronouns which pupils supply.

LESSON 2

Teacher Aim

To teach the possessive pronoun as a predicate complement

Pupil Aim

To learn to use *his, hers, them, mine*

Presentation

Call on two children to dramatize the dialogue as a review. Then refer to the sentence *Fluffy is hers.* Ask the children to look at the dialogue they have copied into their notebooks. Ask them to tell who is meant by *hers.*

The children read the dialogue and respond: Carmen. (Help them, if necessary.)

Ask the children to repeat the sentence : Fluffy is *hers.*

The children repeat it. Then ask: Can anyone say that in another way? Elicit: Fluffy is *her* cat. Help, if necessary.

Drill

Ask the children to say these sentences: Fluffy is *her* cat. Fluffy is *hers.*
The children repeat them.
Then say: Fluffy is *his* cat. Fluffy is *his.*
The children repeat both sentences.
Do the same for:
Fluffy is *their* cat. Fluffy is *theirs.*
Fluffy is *our* cat. Fluffy is *ours.*
Fluffy is *your* cat. Fluffy is *yours.*

After the children have had many opportunities to repeat the sentences many times, ask them to listen as you say: *hers, theirs, ours, yours.* Ask: What sound was added to *her, their, our, your?* Help the children with the *z* (sound).
Then say: Now, listen carefully. Fluffy is *my* dog. Fluffy is *mine.* Ask: Is there an *s* (sound) at the end of *mine?* The children respond.

Say: This is *my* pencil. This is *mine.* Repeat similar structures, practicing the use of *mine.*

Provide drill in contrast: use above procedure:
It is *hers.* It is *mine.*
It is *ours.* It is *hers.* It is *mine.*
It is *hers.* It is *mine.* It is *theirs.*

The children then make up their own sentences using realia or pictures for vocabulary building, e.g.,
This is my hat. Thi[illegible] mine.
etc.

Chart

Develop a chart with the children, e.g.,

her cat	hers
your pencil	yours
his hat	his
our room	ours
their turn	theirs
my friend	mine
etc.	

Game

Play a game with the children:

Teacher (holding up Jose's pencil): Is this Maria's pencil, Jose?

Jose: No, it's mine.
Teacher (holding up Maria's coat): Is this your coat, Maria?

Maria: Yes, it's mine.
Teacher (pointing to Carmen's paper): Is this your paper, Juan?

Juan: No, it's hers.
Teacher: Is it yours, Carmen?
Carmen: Yes, it's mine.
etc.

Drill

When children understand the form and use of the possessive pronouns as predicate complements conduct a conversion drill to make usage automatic. (See Oral Pattern Practice Drills.)

Teacher	Children
This is my hat.	This is mine.
This is our room.	This is ours.
This is your hat.	This is yours.
This is their place.	This is theirs.
etc.	

Writing

As the children copy the chart into their notebooks, call attention to the spelling of *theirs.* At *writing practice* time, include practice of the *ur* combination: the final *s*: sentences that include the possessive pronouns as predicate complements.

Prepare rexographed material like this for practice:

Choose the words that make the sentences correct:
his, hers, yours, theirs, ours, mine, his, her, your, their, our, my.

1. Jose is taking _____ dog for a walk.

   The dog is _____.

2. Maria is playing with _____ doll.

   The doll is _____.

3. Carmen and Angel are playing with _____ toys.

   The toys are _____.

4. I am writing at _____ desk.

   The desk is _____.

etc.

The foregoing developments suggest other lessons that can be adapted to cover all new material in the dialogue.

Suggested Development for Correction of Sound Production

The correction of sound production follows basic speech production principles. As with the correction of any speech form, the children must first be able to *hear* the difference between the correct and incorrect. Therefore, the first step is to develop intensive listening, placing emphasis on hearing a single sound.

Steps: Listening to and reproducing a correct model.
Listening and counting number of times the model is heard in a sentence.
Practicing the sound in initial, medial, and final positions.
Practicing phrases and sentences with the sound.

The second step distinguishes between sounds that are different; in other words, listening and reproducing sounds in contrast. For further discussion of these principles and procedures, refer to the Speech Production section of *Handbook for Language Arts, Grades Three and Four.*

Rhythms, Rhymes, and Rhythmic Activities (see Contents) is a *fun* way of practicing sounds generally difficult for Spanish-background children. These activities can be used one or more times during the day for practice and relaxation.

The following development of the sound production of *s* as *s* or *z* can be adapted to any sound production development for which there is a need. The number of lessons needed to accomplish the aim of the teacher and children will depend on the ability of the children to acquire the desired skills. You are the best judge of how many lessons the children will need for the complete development.

LESSON 1

Teacher Aim

To teach the sound production of the *s* as *s*; *s* as *z* in contrast, at the end position.

Pupil Aim

To hear the difference and make the sound *s* as *s* or *z* correctly in words that have the sound at the end.

Presentation

Use the motivation of the structure lesson of the third person singular of the habitual form of the verb. Ask children to listen to the two words you say and tell which has the *s* sound at the end. Ask them to repeat the pairs of words you read:

paint	paints
walk	walks
jump	jumps
write	writes
eat	eats
fit	fits

Read these sentences and ask children to count the number of words with *s* sounds.

Teacher: The boy walks and talks to his friend.
Children: Two.

Teacher: Maria writes in her book.
Children: One.
Teacher: Juan walks, talks, and eats candy every day.
Children: Three.
Teacher: Carmen paints and writes every day.
Children: Two.

Then read the sentences again as the children repeat them.

Now say: Do you hear any difference between the *s* in *paints* and the *s* in *draws?*

If there are Spanish-background children in the group, point out the fact that in Spanish all *s* sounds are made like the one in *paints.* Say that may be the reason you have not heard the difference when we have to say *z* (sound) instead of *s* (sound). You have to listen extra carefully for the difference. (See Comparative Analyses, English-Spanish.)

Children reproduce the two words as they place their thumb and forefinger on their Adam's apple. They talk about the buzz at the end of *draws.* They isolate the sounds as *s* and *z* (the sounds, not the names of the letters).

Say: We will call words with *s* (sound) No. 1 and words with *z* (sound) No. 2.
Read groups of words as the children identify the sounds as *1* or *2.*

1	1	2
paints	walks	runs
2	1	1
draws	jumps	eats
1	2	2
walks	plays	throws
etc.		

Repeat the groups of words and have the children reproduce them.

Present a chart with two columns

s (s)	*s* (z)
eats	buys
writes	tries
paints	draws
walks	runs
talks	cries
jumps	plays

Tell the children to look at both columns and ask if all the words end with the same letter. Point out that sometimes the *s* letter sounds like *s* (sound) and sometimes like *z* (sound). They have to practice until they remember which sound to make. Read the words of one column at a time as the children listen and repeat.

Say: Let's put *he* in front of each of the two words on a line. Have children feel the difference in production of the two sounds. Model the first line: He paints. He draws. Children repeat others in unison: He walks. He runs, etc. Walk among the children, listening to their sound production, correcting when necessary.

Call on individual children, giving a subject for each line, e.g.,

Teacher: Maria.

Maria: Maria paints; Maria draws.

For succeeding lines you might say: Jose . . . . My friend . . . .

Writing

The children copy the lists into their notebooks.

Application

Children prepare original sentences to present orally, using words with *s* and *z* sounds.

LESSON 2

Teacher Aim

To make children aware of the *s* sound in initial and medial positions.
To make them reproduce the sound correctly and to provide practice.

Pupil Aim

To hear and reproduce correctly and automatically the *s* or *z* sound, no matter what part of the word it is in.

Presentation

Having established the two sounds for *s* in the final position of action words, illustrate the sounds when they occur in initial and medial positions in many different kinds of words. Read groups of words as children identify the *s* or *z* sound as *1*, or *2*, e.g.,

2 Jose	1 works	1 say
1 spelling	2 waters	1 plants
2 loves	1 reports	1 makes
1 desk	2 his	2 draws
2 plays	1 rice	2 easel
2 games	2 runs	1 jumps
2 has	1 tinsel	2 cries

etc.

Imitating your model, the children pronounce the words again. Walk among them, listening to their production of the *s* and *z* sounds. Help them to make corrections when necessary.

Chart

Prepare a chart in advance to look like this:

s (1)	*z* (2)
paints	draws
works	Jose
walks	runs
spelling	waters
talks	cries
plants	games
jumps	plays
writes	easel
desk	tries
eats	buys
tinsel	his
	has
	rise

etc.

Read the chart across, one line at a time. Direct children to place forefinger and thumb on either side of their Adam's apple as they imitate your pronunciation.

Reading

A narrative chart with the words that have been drilled is used for reading.

Suggested Chart

> Jose works in school every day. He studies his math and spelling in the morning. Every day he waters the plants. He makes pictures for his reports. He draws them at his desk. He paints them at the easel. He plays games in the gym. He runs and jumps and has a good time. Jose loves to come to school every day.

Explain you will read the chart: the children will listen and tell when they hear the *s* (sound) or the *z* (sound) in any word: at the beginning, middle, or end; they will say number 1 for the *s* (sound) and number 2 for the *z* (sound) as you mark the numbers above the words on the chart. Read the chart: as the children designate the sound numbers, put them above the letter *s*, e.g.,

```
  2      1    1                    1     2          1
Jose works in school every day. He studies math and spelling in the morning, etc.
```

The children read the chart orally, practicing the sounds as indicated by the number. Ask questions about the narrative which the children answer by reading sentences from the chart, pronouncing the *s* with the proper sound production. Help by giving the model when necessary.

Writing

The numbers are erased from the chart and the children are asked to copy the chart, putting in the numbers to indicate the correct sound production about each *s* in the narrative.

Dictation of sentences from the narrative chart is carried on as in Lesson 1 of Correcting Structures.

Application

At reading time, call on children individually to read the chart aloud from their copies, each child reading one sentence, as the rest of the class listens for the *s* sounds and makes any needed corrections. The children who have errors correct them and read the corrected sentences.

Suggested Lessons for Correcting Forms

A program to correct the forms of English for children at this level of language ability must relate the written representation to the oral practice in each lesson. In many instances identical sounds are represented by different written forms. Often it is the written forms (as well as the content) that distinguish meaning. For example, the contracted form of *they're*, the possessive adjective *their*, and the adverb *there* are orally identical, as are *you're* and *your*. On the other hand, the many different sounds of the plural forms are often signaled by the same letter or letters. While the words *cup* and *pencil* each add *s* to form the plural, the sounds are quite different. The *s* sound at the end of *cups* has the sibilant *s* whereas the *s* sound at the end of *pencils* has the sound of *z*; the *es* added to form the plural of *class, church, dish*, etc., has the sound of *iz*. The *ed* at the end of *walked* has the *t* sound; at the end of *played* it has the *d* sound; in *rented* it has the sound of *ed*. (See page 40, Some Needed Corrections of Language Habits.)

The following development describes the procedure for teaching any English forms. The choice of the plural form is used as an illustration. The number of lessons required to accomplish the aim of a development will depend on the ability and maturity of the pupils. You are the best judge of how to divide the development into the required number of lessons.

LESSON 1

Teacher Aim

To teach the addition of *s* to content words to form the plural; concept of plural; oral production; reading; writing.

Pupil Aim

To practice adding *s* to words when you mean more than one; how to pronounce it, read it, write it.

Presentation

Group the children around a table on which you have *one* book, pen, pencil, eraser, cup (other things that add *s* to form the plural). Hold each thing up and ask: What is this?

Children: It's a cup.
. . . a book.
. . .an eraser.

Then ask: How many are there?
Children answer: One book, eraser, etc.

Form groups of each thing on the table by adding one or more, e.g., two books, three cups, four erasers, two pencils, five pens, etc. Separating the group of books, say, These are books. These are two books. Children repeat teacher's model.

Explain to the Spanish-background children that although the *s* is added in Spanish *in writing* when more than one thing is mentioned, the *s* is often *said* very softly or not at all (Comparative Analyses: English-Spanish). If there are children of foreign backgrounds other than Spanish, explain that in many other languages there are many different endings added to words to make them mean more than one thing (Comparative Analysis). Suggest that perhaps that is why they often leave it out in speaking English. They may not even have noticed it before, but now they must make an added effort to remember to than one thing is mentioned, the *s* is often *said* very softly or not at all (Comparative Analyses: English pronounce it.

Teacher (holding up one book): What do I have in my hand?
Children: One book.
A book.
Teacher (in contrast holding a book in her hand and pointing to the group of books): I have a book in my hand. I'm pointing to two books. Tell me what I'm doing. (Recalls the *I–you* relationship in response.)
Children: You have a book in your hand; you're pointing to two books. (Help, if necessary.)
Teacher (holding up a cup, pointing to group of cups): Tell me what I'm doing. (Model the answer.)
Children: You're holding a cup and pointing to three cups.

Repeat this for all the objects on the table. Individual children select things around the room to talk about, e.g., at the bookcase: This is a book. There are many books in the bookcase. At the picture file: This is a picture. There are many pictures in the picture file. This is one girl. There are five girls in that row, etc. If the children do not give the *z* sound at the end of *pictures, pencils,* etc., correct them. However, note it for a sound production lesson and do not belabor it at this time.

When you feel that the children have grasped the concept of using the plural form, in many situations with many different sentence patterns, plan a conversion drill. (See Oral Pattern Practice Drills.)

Drill

Conversion Drill (converting from singular nouns to plural and vice versa)

Teacher	Pupils	Teacher	Pupils
book		tray	
cue: three	books	cue: many	trays
girls		hands	
cue: one	girl	cue: one	hand
pencil		pen	
cue: five	pencils	cue: two	pens
		etc.	

Chart

Develop a chart with the children, listing words and their plurals, e.g.,

One	More Than One
girl	girls
boy	boys
nickel	nickels
hand	hands
pencil	pencils
pen	pens
hat	hats
chair	chairs
etc.	

Read the chart with the children. Let individual children read the chart. When the *s* sound is established orally, have the children underline the *s* in the plural column for emphasis.

Game

They play a game which gives further practice. *Word Baseball* is one the children enjoy.

Materials

Cards with words in singular and plural forms.

Preparation

Designate places in the room for first, second, third, and home bases. Next, divide the group into two teams facing each other across the room. Acting as "pitcher," determine the number of innings according to the amount of practice you wish the class to have. Determine, too, the number of "outs" that end a chance for the team in an inning. Have the pupils select a scorekeeper.

Procedure

Hold up a card with the singular or plural form of a word printed on it. Pronounce it. If it is singular, the player gives the plural form and vice versa.
One team at a time is " up at bat"; each child in the team gets a turn.

If the child performs correctly, he goes to first base and the next child in line is up at bat.

As the next child performs correctly, he goes to first base, and the child already on first base goes to second base, etc.

When a child completes the circuit of bases and comes home, he scores a run for his team.

If a child performs incorrectly, the waiting team volunteers the correct answer and scores a point.

The child who has made the error corrects it but is counted "out" and returns to the end of the line.

When both teams have had a chance at bat, that completes an inning.

Scoring

The team with the greatest number of runs plus points for correction wins the game.

Note. There are many other games that can be devised to give incentive and practice.

Writing

The children copy the *One and More Than One Chart* in their notebooks. Give out rexographed sheets, such as the following, to be worked on as an independent seat activity or as homework:

Application

Choose the word from this list to make the sentence complete.
Be sure to use the right form (one or more than one).

boy
dime
pencil
pen
hat
chair
girl
hand
cup
eraser

1. The in our class wear white shirts every day.
2. I need a to telephone.
3. I have four and two in my desk.
4. I put my in the closet this morning.
5. There are many around the table.
6. We will need many for milk.
7. play with dolls.
8. Raise your when you wish to answer.
9. are used for cleaning the chalkboard.

Substitution Drill

To build vocabulary as well as to make the plural form automatic, do a substitution drill with the children.

Teacher	Children
I have many cups.	I have many cups.
pencils.	I have many pencils.
two	I have two pencils.
nickels.	I have two nickels.
five	I have five nickels.
many	I have many nickels.
We	We have many nickels.
erasers.	We have many erasers.
books.	We have many books.
They	They have many books.
Jose and Maria	Jose and Maria have many books.
read	Jose and Maria read many books.
I	I read many books.
etc.	

Present a narrative chart which includes words with the *s* and *z* sounds. Use the Directed Reading Method and provide many activities to reinforce the two sounds of the letter *s*. (See Directed Reading Method in Table of Contents.)

LESSON 2

Teacher Aim

To introduce the plural form *es* pronounced *iz*.
To teach its correct spelling and pronunciation.
To have children make a generalization about end sounds of words that add *es* to form the plural.

Pupil Aim

To learn words to which you must add more than *s* to mean more than one.
To learn to say them, read them, write them.

Presentation

Start with a conversion drill to review words that add *s* to form the plural. (See Oral Pattern Practice Drills.)

Hold up a dish and ask: What is this? Give the model and help with the *sh* pronunciation. Children listen and repeat model.

Hold up two dishes and say: Can we just add *s* to the word *dish* to talk about two of them? The children experiment and find the resulting plural hard to pronounce.

Say: You see, it is almost impossible. Therefore, we have to add the sound *iz* to *dish* and say *dishes.* The children repeat *dishes.*

The same procedure is used to introduce *brush – brushes; bush – bushes.* (Remember to use realia, pictures, toys to develop concepts.)

Say: I'll say the word that means one, and you say the word that means more than one.

Teacher	Children
dish	dishes
brush	brushes
bush	bushes
etc.	

The same procedure is used to develop plurals of several more words ending in the *sh* sound, e.g., rash – rashes; flash – flashes; dash – dashes. Say: Listen to the words I say; repeat them after me; tell us what sound is the same in all of them after we have finished saying them: *dish, wish, brush, rash, flash, dash.*

Elicit the *sh* sound from the children. Ask: What part of the word has the *sh* sound? The children answer, the *end sound.*

Teacher: How do you say more than one dish?
Children: Dishes.
Teacher: More than one wish?
Children: Wishes.
Teacher: More than one brush?
Children: Brushes.
etc.

Continue to help the children to isolate the *iz* sound.

Play a game drilling the plural forms of *s* and *es* in contrast. You might play Word Baseball as described in Lesson 3, using words that add *s* and *es* to form plurals. There are many other games that can be adapted or devised to reinforce and drill these forms.

Drill

When the children understand the form, carry on a conversion drill to make usage automatic.

Teacher	Children
a dish Cue: four	dishes
a coat Cue: five	coats
a brush Cue: two	brushes
a hat Cue: many	hats
etc.	

Application

A study chart is used for reading. Say: This is how the *iz* sound looks when we read it.

Suggested Chart:

One	More Than One
dish	dishes
wish	wishes
brush	brushes
rash	rashes
flash	flashes
dash	dashes
etc.	

The children read the chart from left to right, e.g., dish–dishes; wish–wishes. etc. They make up sentences, one for the singular form and one for the plural form of each word.

Individual children then go to the chart and underline the *es* at the end of the plural form as they say the word.

Writing

The children copy the words of the chart in their notebooks, adding them to the previous One and More Than One Chart.

LESSON 3

Teacher Aim

To review the plural forms *s* and *es*; to have children recognize the written forms; to reproduce them orally; to practice them in a reading situation.

Pupil Aim

To make the sounds of *s* as *s* or *z*
To make the sound of *es* as *iz*

Presentation

Review through quick conversion drill:

Teacher	Children
dishes	dish
wishes	wish
brushes	brush
etc.	

Then present a narrative chart using forms in contrast, such as:

I'm having a party after school. Three friends are coming to my house. We will eat ice cream and cake and then play a game.

I will set the table with four forks, four spoons, and four dishes. After eating, we will play a game called Three Wishes.

Activities

Read the chart, using normal tempo, stress, and intonation. Children listen and look at the chart. Explain any part that may be unfamiliar, e.g., *set the table,* or any words that may present difficulties. Ask children to find words that mean more than one. Individual children come to the chart, read the word, and underline it. Ask what the word would be if the story were telling about one thing instead of four, three, etc. The child replies with the singular form.

Ask what has been added to the word that means only one. The child responds with *s* or *es*

Ask the child to repeat the two forms of the word, e.g., *fork–forks, dish–dishes,* etc.

Reread the story, one sentence at a time, pausing after each sentence to allow the group to read it in unison. Make sure they use the normal tempo, stress, and intonation. Then ask individual children to read the entire story. The group then reads it in unison.

Writing

The children copy the narrative chart in their notebooks. Call attention to: indentation of paragraphs; the use of capitals at the beginning of sentences and for the name of the game; the use of punctuation marks.

They add the new words to their One and More Than One Chart.

For dictation, choose sentences from the narrative chart that have the singular and plural forms. Use the method previously described.

Lead the children to form a generalization about forming the plural by adding *es* to words that end with the *sh* sound.

Introduce the other endings that take the *es* to form the plural, e.g.,

church–churches
latch–latches
patch–patches
pass–passes
dress–dresses
etc.

class–classes
case–cases
judge–judges
badge–badges
cage–cages

edge–edges
size–sizes
prize–prizes

A generalization should then be made about adding *es* to form the plural of words ending in the sounds *sh, ch, ge, s,* and *z*.

Chapter Five

TEACHING READING TO CHILDREN FOR WHOM ENGLISH IS A SECOND LANGUAGE

The basic philosophy underlying a developmental reading program is the same for all children. The difference for children learning English as a second language lies in the material and in the techniques of emphasizing the oral aspects of reading.

Reading has been defined as a process of "sight-sound-sense," in which sight and sound stand for the visual perception of graphic symbols representing speech sounds; sense, for comprehension of the meaning conveyed by the symbols. It has been demonstrated by laboratory tests that even in silent reading there is an involuntary silent activity of the vocal organs known to psychologists as "silent speech." This persistence of "silent speech" even in fluent readers demonstrates the interdependency of speaking and reading and has important implications for teaching children to read in a second language. Stress, therefore, must be placed on oral language control of reading material if children learning English as a second language are to develop that "silent speech" in English.

METHOD OF INSTRUCTION

Recognizing sounds and the letters that represent them is only one part of the reading process. Stress, rhythm, and intonation that give meaning to oral expression must be related to the printed page as well. Therefore, a great deal of oral reading embodying these aspects is modeled by the teacher and imitated by the children. Gradually, the children come to recognize the printed symbols that signal these, e.g., capital letters, commas, periods, question marks, and finally contextual clues as an aid to intonation and stress.

Directed Reading

This method combines oral and silent reading though the technique of oral reading is stressed. Understanding of all elements of English sentence structure, forms, and vocabulary is the goal. It is used with charts or reading texts.

SUGGESTED PROCEDURE

Select material that is not too long. Motivate the lesson through discussion of content; awaken a desire to find out what the material says.

Read the material aloud as pupils listen and look at the rexographed copy of a chart or at a text.

Use normal tempo, pause, and intonation, signaling these with hand motions.

Help children to identify meaning: of name words by use of pictures; of action words and expressions by dramatization. Stop and ask questions that will develop comprehension.

Reread the selection, one sentence at a time. Pupils read the sentences aloud, imitating the teacher's normal tempo, stress, and intonation. Help when necessary.

Have different groups read material aloud. Call on good readers to read aloud.

Have pupils read silently the now familiar material to find answers to factual questions of who, what, where, that can be answered by sentences found in the printed material. Use the *why* questions and other inferential questions only when children have acquired sufficient control of the language and understanding of the cultural mores involved.

Use a variety of activities: dramatizing; preparing questions to ask others; sequential listing of sentences which summarize the material; using new words in original sentences; illustrating the material.

Use objective exercises: multiple-choice; matching words and phrases with oaktag strips; completion questions; true-false questions requiring the correct answer if one is false.

Use follow-up: Rexograph a story or paragraph, leaving large spaces between lines, for independent seat work. Select from the following suggestions what is appropriate to the children's ability. Below the story or paragraph:

reproduce words, phrases, expressions, or a sentence which pupils will cut out and paste under the matching ones in the story or paragraph.

reproduce words of a sentence in garbled order. Ask pupils to put them into correct word order.

reproduce sentences of the story or paragraph in garbled sequence. Ask pupils to cut them out and paste them on a paper in the sequence of the story or paragraph, etc.

Continue directed reading activities until pupils acquire oral control and proficiency in handling this type of reading. When this is achieved, pupils are ready for the developmental type of reading lesson.

Developmental Reading

The typical developmental reading lesson is primarily silent reading. It aims to develop the technique of reading one or more paragraphs for the main thought. Before the reading, the teacher explains those words, patterns or idioms that might present obstacles to comprehension. After pupils have been introduced to this type of reading and are able to function fairly well, they are ready to participate in the regular program of the class with some additional help. Methods and procedures of the regular reading program are used at this point of reading development for children learning English as a second language.

MATERIALS OF INSTRUCTION

The reading program for children learning English as a second language has two aspects:

A modified Language Experience Approach using teacher-made materials.

A sequential skills development using a reading skills series.

The Language Experience Approach

The Language Experience Approach is described in detail in the *Handbook for Language Arts: Grades Three and Four.* The basis for its use with children learning English as a second language is the concept it develops of the interrelated language skills. Children realize:

What I can think about, I can learn to talk about.
What I can talk about can be written.
What is written can be read.

The reading materials, experiences, and reading charts keep pace with the children's developing oral control. The approach provides reading content at their maturity and interest level, although it frequently is lacking in the controlled skills series at the beginning stage. Therefore, this approach in combination with a skills series affords a more rounded reading program.

The language experience approach, therefore, is used with the following adaptations. The program must first teach the sounds, word order, and forms of spoken English by developing listening and speaking abilities. Concomitantly, with oral control of even a few sentence patterns sequentially developed and a limited vocabulary, the children are taught the relation between English spoken words and the letters that represent them. The earliest experience is with labeling familiar objects in the classroom, such as door, window, desk, library, painting area, science table, etc. Teacher-pupil reading charts are then used.

Four important criteria must be considered in the selection of the language content of the reading chart:

The materials must reflect natural language forms.

The sentence patterns and vocabulary must be controlled.

The material selected must have already been mastered audio-lingually. Thus, the sentence patterns, vocabulary, and content during the oral part of the lesson become the language element and content of the reading material.

The material must reflect pupils' interest and be appropriate to their age level.

DEVELOPING READING CHARTS

The teacher guides the group in developing a reading chart cooperatively. The chart may take such forms as a summary of an experience that has been discussed and the pertinent sentence patterns and vocabulary practiced in the Special Language Lesson. Several types of charts follow.

Charts with controlled structure

These are the first charts used. The teacher guides pupils to relate the experience using a single sentence pattern repetitively. Variation is obtained through vocabulary words and phrases, e.g.,

There are many houses on my street.
There are apartment houses on my street.
There are private houses on the corner.
etc.

Charts with less controlled structure

In these charts, while the sentence structure would still follow the order of subject + verb + object or complement, a variety of verbs may be used to describe the experience, e.g.,

We go to the auditorium every Tuesday.
We salute the flag.
We sing songs.
We see plays.
etc.

A memorized dialogue

Dialogues are used to give meaning and dramatic use to sentence patterns in a communication situation. They are often used to introduce new sentence patterns or are presented early to provide children with language that enables them to function in the classroom before they achieve oral language control. The dialogues are taught as a formula and memorized. The meaning is conveyed through dramatization of the inherent situation, e.g., greetings, classroom routines, etc. (See Oral Pattern Practice Drills.)

Known material recombined

The teacher prepares reading material in which the structures and vocabulary items have already been taught so that pupils are presented with seemingly new material in which all elements are familiar. Some mastery of structure has been attained and the sentence patterns need to be as controlled as in the first phase.

Let us assume that the class is planning to take a trip in the community. They have listened to and practiced *going* followed by the infinitive to express the future. Previous Special Language Lessons, both oral and written, have developed, practiced, and applied such structural elements as:

the use of the possessive: *our class; our lunch.*
expressions of time: *at ten o'clock; at twelve o'clock.*
the place of *and* in a series.

The teacher arranges the chart with previously learned elements as they apply to a new situation. She writes it on the chalkboard or duplicates it in advance and distributes it to the class so that each pupil may have a copy. The Directed Reading Method is used (see Contents).

> Our Trip to the Supermarket
>
> Our class is going to visit the supermarket tomorrow. We are going to leave school at ten o'clock. We are going to walk to the supermarket on Amsterdam Avenue. We are going to buy cake, candy, and soda for our party. We are going to learn about the supermarket. At twelve o'clock, we are going to walk back to school for our lunch.

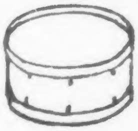
Known material and new material combined

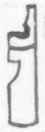
The teacher prepares material combining new elements with familiar items. In general, pupils have no difficulty with one new item introduced among 25 to 30 known items. At this time the children's oral language control includes a variety of sentence patterns and a more extended vocabulary. The following charts may grow out of curriculum learnings.

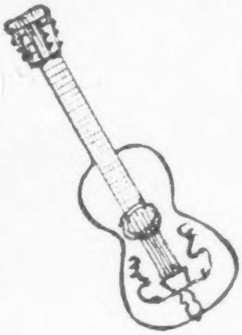
Science, Third Grade — "How Sounds Are Made."

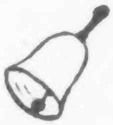
The children have manipulated, experimented with, observed, and talked about their experiences with instruments that make sounds during class lessons and during Special Language Lessons. Their oral control includes the request pattern. They have had experiences in following and giving oral directions. The new vocabulary has been practiced and added to vocabulary lists. The teacher prepares a rexographed sheet with pictures to help with the new vocabulary. She uses the Directed Reading Method (see Contents).

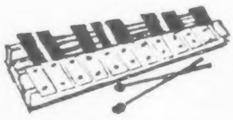
Things that make sounds:


drum


whistle


guitar


bell


xylophone

Find the picture of the guitar.
Find the part you pluck to make a sound.
Color it red.

Find the picture of the drum.
Find the part you beat to make a sound.
Color it blue.

Find the xylophone in the picture.
Find the part you strike to make a sound.
Color it green.

Find the bell in the picture.
Find the part that strikes the bell to
make it ring.
Color it yellow.

Find the picture of a whistle.
Find the part you blow on to make a
sound.
Color it orange.

Social Studies, Fourth Grade "Civil War: History Through Biography."

You may choose the story of Harriet Tubman to illustrate Negro bravery during the events leading to the Civil War. You may read *Runaway Slave, the Story of Harriet Tubman* by Ann McGovern to the class. (See literature list in *Handbook for Language Arts: Grades Three and Four.*)

In previous Special Language Lessons pupils have practiced both oral and written forms of structures with phrases, noun modifiers, introductory adverbial expressions, such as *finally, where, in spite of, at last.* The teacher may use from one to four lessons in developing the following chart, depending on the ability of groups. She uses the Directed Reading Method (see Contents).

Harriet Tubman

Harriet Tubman was a slave. She lived and worked on her master's plantation in the South. She longed to be free. She ran away to the North where she could escape slavery. She experienced many hardships and dangers on her trip. Many people helped her on the way. Finally, she reached the North and freedom.

In spite of the hardships and dangers, Harriet Tubman made many more trips helping others to freedom. She is a heroine of our country.

Developing Sequential Skills

In addition to the language experience approach, the teacher uses a skills series for the sequential development of specific reading skills. Dr. Fries has said, "Learning to read is *not* learning to *know* something; it is learning to *do* something."[3] In choosing a skills series the teacher might keep this in mind. The linguistic approach and the materials that use this approach are recommended. However, basal series and i/t/a methods and materials may be helpful for some children.

The Linguistic Approach

The linguistic approach to reading instruction is based on the body of knowledge and understanding about the English language. Linguists believe that reading is a process of converting printed language symbols back into the familiar sound symbols of oral language.

In the linguistic approach, therefore, initial instruction in reading stresses relationship between the letter symbols of written language and the aural symbols of oral language. Meaning is a secondary consideration at this point. To facilitate the child's recall, only those relationships which are consistent or "pattern regularly," as the linguists say, are presented. For example, *pave* and *gave* and *rave* are presented together but *have* is held until later. This is particularly helpful to children who read in a first language whose sound – letter relationship is constant, as in Spanish. Word perception is cued by the pattern and not by the letter sound. For example, it is not the *i* alone in *it, hit, bit* but the pattern of the vowel-consonant in *it* or the consonant-vowel-consonant in *hit* which leads the child to recognize the words.

As children develop skill in relating printed and aural-oral symbols, the teacher directs attention to meaning. The child learns that to understand the meaning of the printed material, he must apply the intonation, pause, stress, and pitch of oral language.

Sentences are carefully structured to follow the subject-verb-object or complement pattern which is closely related to the speech patterns the children are learning.

Because of the careful selection of regularly patterned words and carefully structured sentences in initial reading stages, the linguistic approach has particular merit for children learning to read in English as a second language. After children have acquired facility with several matrices through this skills method of the program, they apply the principle to the charts of the language experience approach. They look for words that pattern on the charts they have made and underline them in red. They talk about other words belonging to the matrix. In this way, a link is provided between the two methods.

Several linguistic reading series are now available on the New York City Board of Education textbook list.[4] Each series has its own procedures for achieving the linguistic goals discussed above. The teacher manuals are replete with the philosophy and techniques of each system. The teacher may have to make adaptations in the procedures for children learning English as a second language. *Oral* practice of the material to be read will need greater stress and more time devoted to it than may be suggested in the manual. Series best suited to this program follow.

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[3] Charles C. Fries, *Linguistics and Reading* (New York: Holt, Rinehart & Winston, 1963).

[4] Board of Education, City of New York, *Textbooks: Elementary and Junior High School* (New York: The Board, 1968).

Merrill Linguistic Readers (Charles E. Merrill Books, 1966).

The six readers of this series, with teachers' manuals and children's skills books, present words and grammatical structures selected according to linguistic principles. They are preceded by instruction in the discrimination of the letters of the alphabet in *My Alphabet Book* with correlated sets of alphabet cards. Words are presented in matrices (*-at, -an*) in order to provide minimum contrast of the major spelling patterns. A limited number of high frequency words to be introduced as sight words are placed in circles at various points in the readers. No illustrations are used so that the child will not get a clue from or be distracted by the pictures. However, a set of pictures for use in oral discussion is being prepared at this writing. Completion of the program is said to prepare children for a 3.2 reading level of a basal series.

Miami Linguistic Readers (D.C. Heath, 1970).

This material has been developed chiefly for Spanish-speaking children. The program, strongly influenced by structural linguistics, tries at the same time to maintain the practice of conventional reading programs by using content which reflects children's traditional literature. Grammatical forms and arrangements, as well as spelling patterns and vocabulary, are controlled. The text is accompanied by very attractive illustrations. The content of the stories is characterized by animals with human qualities, folktales, "realistic" stories, and "Americana". Twenty-one readers with accompanying seat-work booklets and teachers' manuals are projected. The program is designed to cover two years of instruction.

The Linguistic Readers (Harper and Row, 1965).

At present, this series has been developed up to the first-reader level. It consists of readers, workbooks, and teachers' manuals. Vowel letters representing speech units in a patterned and consistent way are introduced. Unpatterned speech units are carefully controlled and used when they are essential to the story. Preprimer and primer stories deal chiefly with talking animals.

Basic Reading (J.B. Lippincott, 1964).

Basic Reading is a fully developmental linguistic program for preprimer through grade 8. Readiness activities are built into the actual reading instruction. In beginning reading experiences, stories are preceded by pages of words grouped according to common phonic elements. The sounds of all letters and letter combinations are taught as they are used in normal words. The series attempts to present a wide range of reading matter of a high literary quality appropriate to each grade level. Materials include the pupil's reader and workbook, teacher's manual, and eight filmstrips and a filmstrip manual for the development and reinforcement of skills in reading, phonics, and comprehension.

SRA Basic Reading Series (Science Research Associates, 1964, 1965).

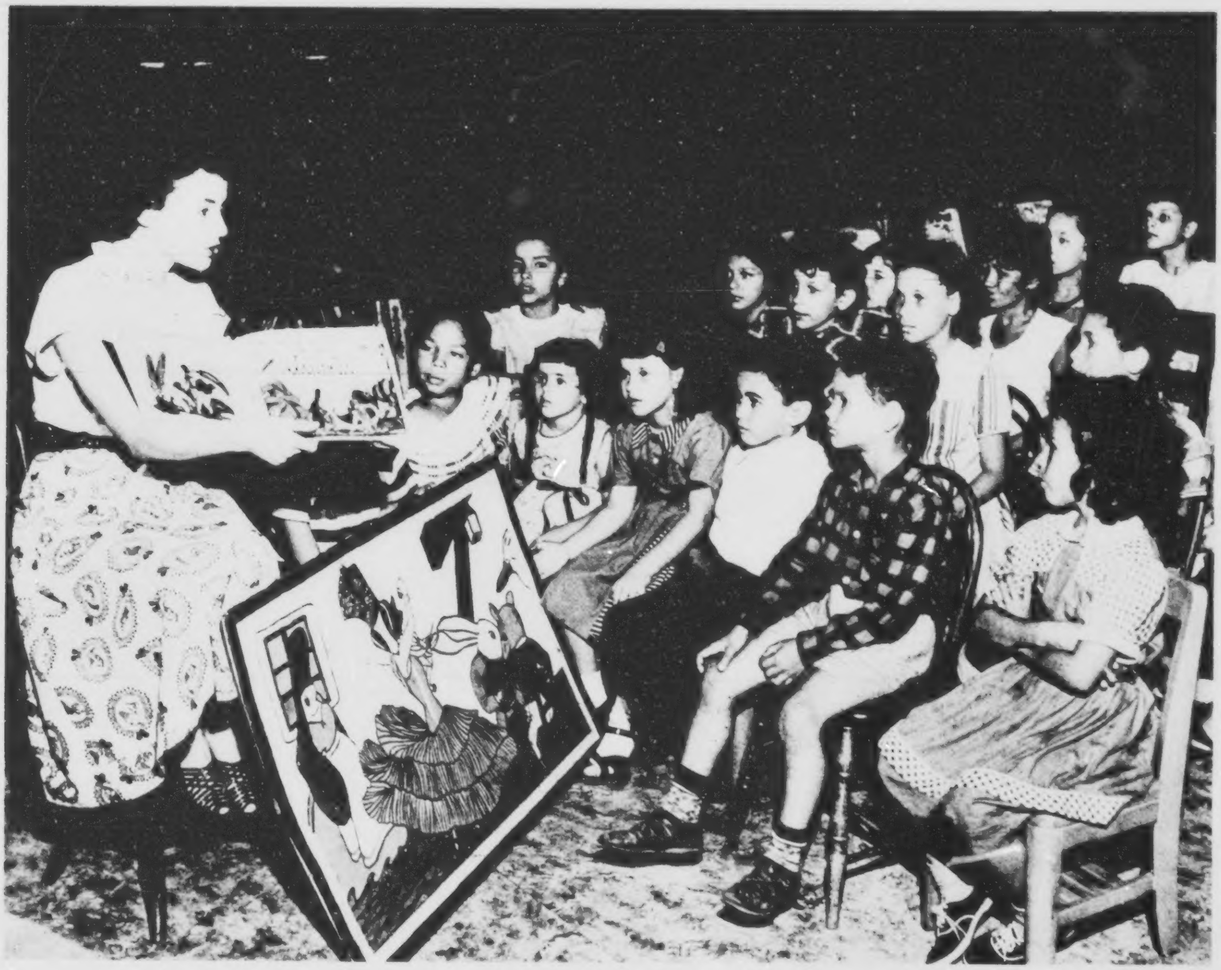
This series consists of six reading books arranged according to levels. Each level constitutes a sequence of sound-spelling patterns. Through an inductive discovery method, the child meets the sound-spelling patterns of related groups of words and formulates his own generalizations. The series forms the "decoding" or initial portion of the total reading program from SRA for grades 1–6.

Read Along With Me

Drs. Virginia and Robert Allen of Teachers College, in developing this series, have incorporated into the material the additional motivation of interesting stories not found in most linguistic series at the initial stage. Each story has an uncontrolled portion that moves the story line along. At appropriate places there are strictly controlled portions using words that pattern regularly and those function words that round out the structures and are learned as sight words. The teacher reads the uncontrolled portions as the children interpolate the controlled material. The skills are developed as in the other series. At this writing the series is being tried in some New York City schools. The series can be obtained from Teachers College Press, 501 West 120th Street, New York.

DEVELOPING INTEREST IN READING

The child who is facing the difficult task of learning to read in a second language needs more than a program that develops his ability to read in that language, as important as that is. His adjustment to his new



The literature program includes folk stories of many ethnic backgrounds. This teacher is reading *Perez and Martina*, a well-known Puerto Rican folktale.

environment and culture pattern, his expectations of success, his desire to be liked and wanted, are important factors in the learning process. While this is true in all areas of the curriculum, a literature program and classroom library that include books and stories from the child's native culture, language, and about his native land, as well as those depicting life and experiences of newcomers to large urban areas, can provide tangible evidence to him of the empathy of his teacher and classmates. He is thus assured of their respect for his native culture and his accepted contribution to the group. Therefore, the child learning English as a second language will be encouraged to learn about other cultures and ways of life, since his culture, too, has been included in the program. This self-image as an accepted member of his class will be strong motivation for undertaking the difficult task of mastering English reading skills.

The teacher includes in her literature readings folktales of the cultures represented in her class. She introduces this by recalling a folktale familiar to mainland children. She then explains that each country has its own folktales that its children learn to love. If she has Puerto Rican children in the class, she may choose *Perez and Martina* or *Juan Bobo and the Queen's Necklace*, both by Pura Belpre, or *The Green Song* by Doris Troutman Plenn. She asks some of the Puerto Rican children to tell what they know of the story and explain any characters that have special meaning for all Puerto Rican children, such as the *coqui* in *The Green Song*, or she allows them to tell anything they wish. She reads the story to the class, discusses it with the children, and carries on follow-up activities as she would for all story readings. For French-background children, *Stone Soup* by Marcia Brown is a charming French folktale for children of many age levels. The books are then placed in the class library for future handling by the children at library time. This encourages interest in many cultures among all the children, thus building a good self-image for the children for whom English is a second language.

There are folklore, fairy tale, and picture books in Spanish, French, and other languages that can be ordered from the library catalogue. These books can be included in the class library for children who are fluent in other languages.

Books that depict the life of newly arrived ethnic groups in urban areas, which children of many cultures enjoy and can identify with, can be included in the story hour when the teacher reads to the class. For example, *My Dog Is Lost* by Ezra Jack Keats and Pat Cherr is a charming book which can provide an enriching experience. All children can identify with the little boy who feels lonely and frightened in his new home in a strange city. They can understand the compelling force of his love for a lost pet that sends him out into the strange city to find his lost dog. They experience with him his difficulties in making himself understood. The humor and charm of the story have credibility for all children. The Spanish words, an integral part of the story, can be an enjoyable experience for English-speaking children, as they learn to say them. Status can be given to children of Spanish language background, as they act as experts in pronunciation. Children of a language background other than Spanish or English can dramatize the story, using words and sentences of their native language in place of the Spanish words. *Jose's Christmas Secret*, *Benjie*, and *Maria*, all by Joan Lexau, are some other stories in this genre that can be included in the story hour and the library corner. Others can be ordered from the library catalogue.

Classroom experiences of the kind described will help N E children develop an interest in books, even if they merely handle them or look at the pictures of an already familiar story during library time. They will be encouraged to participate more fully in the story hour that deals with other cultures and experiences since they have had their own included in the literature program. It is hoped that the children will thus acquire the habit of turning to books for pleasurable experiences.

CONSIDERATIONS ABOUT WRITING

Children learning English as a second language at these grade levels most likely have ability to write in their vernacular, but they must be taught the English name of the letters of the alphabet as they write them in handwriting lessons. The use of alphabet books and picture dictionaries reinforces these learnings. Also, some linguistic skills series for reading devote time in the initial lessons to the names and the writing of the letters of the alphabet.

As children become familiar with the labels under pictures hanging in the classroom, they write similar one-word labels under the pictures in their folders and picture dictionaries.

When the children have had practice in copying single words, they are ready to copy sentences. Charts developed in Special Language Lessons and reading time as described in the Language Experience Approach can be used. At first they copy only one sentence over which they have oral control and which they can read. As children acquire skill in the oral control and reading of all sentences, the entire chart can be copied. The teacher calls attention to the capitals and periods, to the spacing between letters and words, and to any form that may cause difficulty.

Training children to write a word, phrase, or simple sentence from dictation of material that has been heard and copied often brings together pronunciation, comprehension, and use of structural forms. In order to write what the teacher is saying, the children must understand and associate sounds with written symbols. After much practice with familiar material copied and written from dictation, they can be expected to copy charts cooperatively developed by the class. However, the vocabulary and sentence structure of such charts must be within the *comprehension* ability of these children, if not within their active oral expression ability.

Keeping a notebook of written work arranged in a day-by-day progression helps children to evaluate their progress in writing; an individual folder with sample papers of the children's writing from the beginning of the year gives each child an opportunity to evaluate his progress.

As with all children, those learning English as a second language can achieve competence in *independent* written expression only after much experience with expressing their ideas orally and practicing the forms of written expression through copying. However, for the children who are learning English as a new language, mastering these skills will require more time and practice than it will for their English-speaking classmates.

At first the children may try to add an original sentence to a chart they copy. As the teacher finds them gaining competence in creating original sentences, she can devote Special Language Lessons to the study of beginning sentences. A class experience may be used as the topic. Children first develop sentences orally which the teacher writes on the chalkboard or on the chart as models. She encourages the children to use a variety of structures. After pointing out the introductory content, she discusses the structures and vocabulary, e.g., We went on many trips this year *or* Did you ever visit a museum? After copying the models, children write a beginning sentence for some personal experience. They then write these on the chalkboard and discuss them for structure and vocabulary. Spelling is corrected, but spelling errors are not belabored at this time.

When children begin to gain competence with beginning sentences, they are encouraged to add another sentence, e.g., I had fun at the movies on Saturday. I saw a Mickey Mouse cartoon, etc. Thus, step-by-step they are encouraged to write short compositions of perhaps three sentences. The teacher writes on the chalkboard or distributes rexographed copies of the following, thus providing help with a controlled exercise:

I can't go to the playground after school.

The teacher and the children read the material, the teacher explaining the directions. The children copy the first sentence and complete the story by developing the last two. After practicing this type of exercise children use others that require development of an initial and an ending sentence, e.g.,

____________________________ . We saw lions, zebras, and many other animals.

____.

As oral and written competence develops, children should be encouraged to express their own ideas and feelings in writing. They participate in class activities preparatory to this kind of written expression. (See *Handbook for Language Arts, Grades Three and Four*, section on written expression.)

Since expression of the child's ideas, his creativity, and emotional reactions are the goals of this writing, the teacher accepts whatever forms or structures the child uses. The following is an example of this kind of written expression. It is a copy of an actual story written by Juan, a fourth-grade pupil in a New York City school. Juan is rated *C* on the Oral Language Ability Scale.

THE TALKING TUBA AND DRUM

Once in a store there was a talking tuba and drum and the bous(boss) of the store heard the talking tuba and drum and the bous of the store ran out and told the police the police said how can a tuba and drum talk the police and the bous of the store came back and the police said can you talk the tuba and drum didn't say a word the bous of the store said but when you were not here they talked the police said how can a tuba and drum talk then the police went and the bous said don't you talk again the tuba and drum made so much noise the police came back and said if you make so much noise again I will arrest you so the police went and the bous of the store said I will break you inpart and he went over to the tuba and drum and they made so much noise the police came and said I saw you near it so the police arrested the bous of the store and the bous told the police what happend all the police said how can a tuba and drum talk then the police putted the bous in jail and the tuba and drum lived happily ever after.

JUAN

The class thoroughly enjoyed Juan's story when the teacher read it to them. The teacher and children commented on the contents of the story, its humor, "the comeuppance" for the "bous," etc. At a later date, the teacher sat with Juan and guided him to punctuate the sentences and add new words to his spelling list.

Chapter Six

STRUCTURE OF THE SPECIAL LANGUAGE LESSON

CLASS ORGANIZATION

Form a group of not more than ten children for a Special Language Lesson to last a half hour or more. The smaller the number of children in the group, the greater is the opportunity for individual participation.

Assign an independent acitivity to the other children in the class.

Reassemble the children at the end of the period. Plan an activity to unify the class. Each group may report on its progress, or if the Special Language Lesson does not lend itself to a report in which the rest of the class would be interested, plan an activity in which all the children can participate, e.g., play a game, sing a song, etc.

AIMS OF THE SPECIAL LANGUAGE LESSON

To capitalize on a class or curriculum experience or an experience especially created for the lesson in which the need for speaking English is present.

To introduce systematic practice of sentence patterns and vocabulary for expressing ideas and facts learned in the class activity.

To develop automatic control and fluency in the application of these patterns and vocabulary in and out of school.

To develop audio discrimination and to practice the production of sounds.

PROCEDURE

Provide a variety of illustrative devices, e.g., pictures, games, word cards, flannel boards, dialogues, etc.

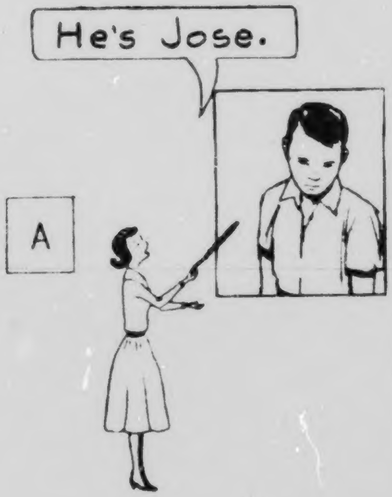
Review vocabulary, language patterns, and idiomatic expressions, taught previously, in order to maintain sequential learning.

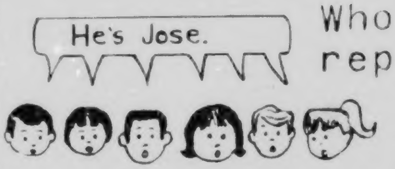
x Y y Z z
Do we drink hot chocolate?
Yes, we do
Do we drink soda
Yes we do
juice
milk
hot chocolate
Good food
Do we eat a good lunch?
Yes we do
Do we eat a good dinner?
Yes, we do

At the end of the Special Language Lesson, a chart is developed to reinforce the oral language learnings.

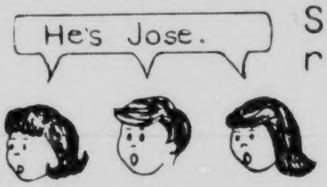
LANGUAGE PRACTICE TECHNIQUES

Teacher models.

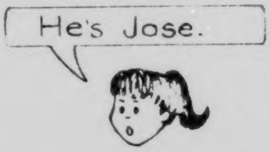




Whole group repeats. 1

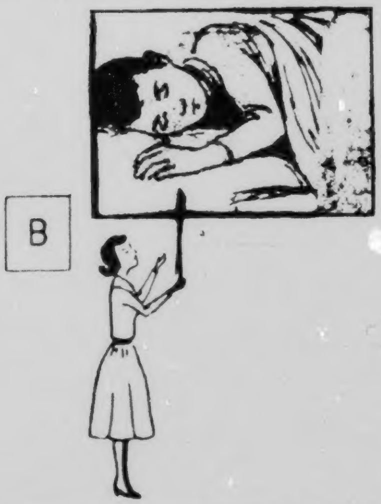


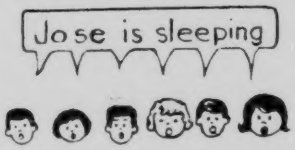
Small group repeats. 2



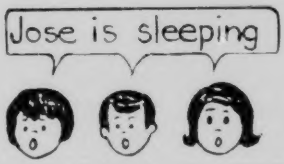
Individual pupils repeat. 3

Teacher signals.

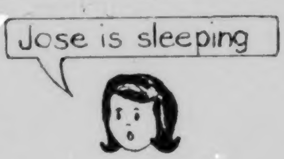



Jose is sleeping

Whole group produces without model. 1


Jose is sleeping

Small group produces without model. 2


Jose is sleeping

Individual pupils produce without model. 3

Present model.
Children repeat in chorus, in small groups, as individuals.

Introduce new vocabulary or sentence pattern in the context of a class or small-group curriculum experience. Stimulate the children to speak about the experience.

Present model (word, phrase, pattern, you want children to repeat).
Use natural tempo, proper stress, and correct intonation.
Children repeat in chorus (entire group, then smaller groups) and individually.
Comprehension is checked by demonstration or action response.

Apply new vocabulary and sentence pattern to children's experiences in and out of school.

Present a model as described.
Children repeat in chorus (entire group; smaller groups) and individually while you repeat the model.

Give additional drill pertinent to the new language learning. Question children to elicit answers that require the use of the vocabulary and sentence pattern.

Ask questions.
Children respond in chorus and individually.
Children ask questions of the teacher in chorus.
You answer.
Children ask questions of each other.
Children answer each other.

Use oral practice drills when children have had experience with the pattern through the presentation of correct models: repetition; substitution; replacement; conversion; cued answer; and dialogues. (See samples, Oral Pattern Practice Drills.)

Provide ear training and practice in sound production.
Present a word which includes the sounds to be heard, produced accurately, and then give a similar word in which one different sound element is pronounced. Help children to hear the difference in sound and give them practice in repeating the two words in contrast. Present the accurate pronunciation; the children repeat in chorus and individually. Children practice producing these sounds in contrast: in words, phrases, and simple sentences. They repeat them in chorus and individually.

Provide relaxation through review of words, songs, poems, dialogues previously taught and memorized, dictation, silent reading, and following written material as you read aloud.

End the lesson with a chart when the children have acquired oral control of the pattern. Using the vocabulary and sentence patterns taught, model each sentence pattern. The children repeat the pattern. Then record it on the chart in manuscript.

Read the completed chart orally as the children follow with their eyes and ears.
Ask questions.
Children answer by reading appropriate sentences from the chart in chorus and individually.

Prepare rexographed material for independent work that reinforces the language elements of the lesson. The form and content must be within the capability of the pupils.

ESTABLISHING SENTENCE PATTERNS

The selection and development of the sentence patterns in this chapter are based on the principles and philosophies of second language learning as expressed in the following materials:

Brooks, Nelson. *Language and Language Learning.*
Bumpass, Faye L. *Teaching Young Students English as a Foreign Language.*
Finocchiaro, Mary. *English as a Second Language from Theory to Practice.*
Fries, Charles C. *Teaching and Learning English as a Foreign Language.*
Johnson, Francis C. *Minenda Series—Language Drills.*
Lado, Robert, and Fries, Charles C. *English Pattern Practices.*
National Council of Teachers of English. *English for Today.*
The Puerto Rican Study, 1953–1957. *Language Guide Series.*

These criteria were also applied: What patterns are most useful in the widest range of speaking situations? What patterns are major patterns according to authoritative descriptive linguistic analysis of the grammatical structure of American spoken English? What patterns are representative of standard usage by native speakers?

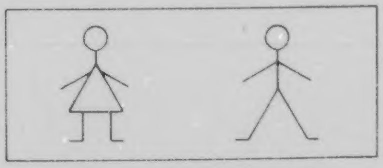
Sentence patterns consonant with the principles of second language learning and reflecting the cumulative aspects of language are taught and practiced through curriculum experiences appropriate to the maturity level of the children. Control of these patterns will enable children to use the basic structures of English. For this reason, emphasis has been placed on patterns illustrating word form and word order, e.g., the singular and plurals of nouns, the changes in verb forms, subject and verb agreement, the place of adjectives and adverbs in the word order. An understanding of how the English language functions is developed; after much practice with the patterns, children may be helped to acquire generalizations about syntax and forms.

The teacher is free to select those patterns she feels best suited to the immediate needs of the pupils. This may or may not be in the exact order in which they appear in this material. However, within each pattern, she follows a sequential development as described in Sequential Development of a Series of Sentence Patterns. (See Table of Contents.)

The sentence pattern material that follows has been arranged in three columns. Column one indicates the teacher's language aim. Column two gives examples of the patterns to be established. The *etc.* in the examples means continued practice through substitution; the *** indicate the end of a development. The ability and maturity of the pupils will determine the number of lessons needed to accomplish each language aim and to establish the related sentence pattern or patterns. Column three suggests possible approaches to teaching. These suggestions need not limit the teacher whose ingenuity will suggest many other activities.

The content words used in these patterns have been chosen because they represent children's general experiences. In drilling the patterns, substitute words from many areas of the curriculum for the content words. This will show the children the application of the pattern to other experiences and enable them to participate in the total instructional program of the class. The following material starts with elementary basic English patterns and progresses to more complex forms. The teacher evaluates the children's oral language ability to determine the point in the development of the patterns at which she will begin instruction. Some children may need to start with basic patterns, while others may be ready for the more complex forms.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Teach language for immediate classroom functioning. Teach as a formula.	Good morning, Miss . . . How are you? (In response to teacher's question): I'm fine, thank you. How are you?	Teach as a formula: children memorize. Create dialogue. (See Oral Pattern Practice Drills) Children repeat in chorus and individually. Use as change of pace in subsequent Special Language Lessons.
	***	***
	Please, may I leave the room. Please help me. I'm sick.	Teach as a formula: children memorize. Dramatize.
	***	***
	Stand up. Get on line! Walk quietly. Walk carefully. Walk quickly. Follow the child in front of you. Get to your seat. Sit down.	Stress understanding for response at times of emergencies. Give one command at a time. 1. Have a child illustrate. Help him to understand. 2. Ask a group then to respond. 3. Ask entire group to respond. Repeat at intervals as needed. After repeatedly listening to commands, some children may be able to act as teacher and give commands.
	***	***
	I need a pencil. Mary is my partner. Ron is sitting in my chair. I lost my book.	Set up playlets to dramatize meanings. Teach as a formula. Use realia.
	***	***
	My name is ________ . My address is ________ . My class is ________ . My school is________ . My teacher is ________ . What's your name? What's your address? What's your class? What's your school? Who's your teacher?	Introduce these patterns by giving your name, address, designation of class: name and number of school, etc. My name is Miss ________ . My class is ____________ . My school is ___________ . Start with those patterns that can be drilled in chorus, e.g. My class is ________ . My teacher is __________ . My school is _________ . After developing confidence by drilling normal tempo and intonation as well as patterns, in chorus, call on

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
		individuals. Apply the pattern now to individual names and addresses. Model the pattern for each child before he says it. Provide a pocket mirror for each child. Each child looks at his image in the mirror as he uses the pattern, *My*, identifying the word *my* with his image in the mirror. After patterns have been introduced, ask the question to which the children reply. After much practice, the children ask and answer each other.
***	***	***
Teach use of verb *to be* (present tense) with pronouns. First person singular.	I'm Jose. Maria. Carmen. etc.	Introduce this as an informal form of identification within the group, class, or playground in contrast to the more formal pattern that precedes this one. Use the mirror as explained in the preceding approach.
***	***	***
Second person singular.	You're Maria. Jose. etc.	Dramatize situations: group of friends at a party; meeting friends in the playground, etc. Dialogue involves greetings and identification of self and others.
***	***	***
Third person singular.	She's Maria. He's Jose. etc.	Use stick figures or stick puppets in making these patterns more natural, e.g.,
***	***	
Differentiate between *he* and *she*.	He's a boy. She's a girl.	
***	***	
Build content vocabulary.	I'm a boy (girl). I'm a girl. I'm a boy. He's a boy. She's a girl.	She's Maria. He's Jose. She's a girl. He's a boy. Children refer to themselves in relation to the stick figures, then in relation to each other. If stick figures are not
	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	You're a boy (girl). I'm a girl (boy).	available after a child has said, e.g., I'm Jose, the class says: He's Jose, etc.
	***	***
	He's a man, baby, boy, policeman, fireman, etc. She's a woman, girl, baby, nurse, teacher, etc.	Use pictures. Develop vocabulary. Use those occupations that are within the children's experience in and out of school.
***	***	***
Add concept of *here* and *there*, designating a specific place. Introduce substitution of pronoun for noun-subject.	I'm here. Jose is there. He's Maria She's etc.	Touch place for *here*. Point off for *there*.
***	***	***
Build content vocabulary.	The table is here. It's here. The door is there. It's there. etc.	Elicit this response through a question. Be careful always to ask the question that will produce the response you wish the child to practice. It must be the natural response that is made by a native speaker. **Where** is the table? may elicit the response *here* or *there*, perfectly acceptable responses. If you wish the child to practice the entire pattern, a better way would be to say: *Tell me about the table. The table is here; the table is there* can be elicited as natural responses to that question. Build content vocabulary with things in room. Toys or pictures that represent things urban children are likely to be interested in should be part of the classroom equipment, e.g., cars; taxicabs, trucks, buses, fire engine, policeman, fireman, trash cans, etc.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Review statement pattern. Teach question pattern and response of verb *to be*. Contrast statement and question form.	Maria is a girl, pupil, monitor. She's .... Jose is a boy, pupil, monitor. He's .... etc. Is Maria a pupil? Yes, she is. Yes, she's a pupil. Is Jose a monitor? Yes, he is. Yes, he's a monitor. etc.	Use replacement drills to make this automatic. See Oral Pattern Practice Drills. Use games, conversations. Apply patterns to *here* and *there*, e.g., Is Maria here? No, she's there. Use conversion drills for practice. See Oral Pattern Practice Drills.
	***	***
	Is Jose a pupil? Yes, he is. Yes, he's a pupil. Is Miss . . . a teacher? Yes, she is. Yes, she's a teacher. Is he a policeman? Yes, he is. Yes, he's a policeman. etc.	Use occupations that are within children's experience. Use pictures, wedgies, or puppets to develop vocabulary.
***	***	***
Teach statement pattern with negative.	Maria isn't a teacher. She's a pupil. Jose isn't a policeman. He's a pupil. Juan .... He's a boy. etc.	Practice with dialogue. Avoid such patterns as: Jose isn't a girl. (That is considered an insult to P.R. boys.) Pictures, puppets, and wedgies are also helpful.
	***	
	She's a girl. She isn't a teacher. He's a pupil. He isn't a fireman. He's a fireman. He isn't a policeman. etc.	
	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	I'm not a boy. I'm a girl. . . . . . policeman. . . . . boy. etc.	
***	***	***
Develop statement pattern with *this is*. Build vocabulary: content words.	This is Maria. (Jose, Juan, etc.) . . . . a book, a pencil. . . . . a brush, a family.	Use stick figures or stick puppets to illustrate this pattern: touch things for *this*. Build vocabulary. Use pictures of family, realia, puppets, etc.
***	***	
Use of *the* in contrast to *a*.	This is a family. This is the mother, sister, brother, baby, etc. etc.	
***	***	***
Contrast concept *this* and *that* (contracted verb).	This is a desk, etc. That's a table, etc. etc.	Touch object for *this*. Point to object for *that*. (Indicate things at a distance for *that*.) Children imitate.
***	***	***
Teach question form with *what, where*; contracted form *it's* to take place of *this* in statement response.	What's this? It's a house (a man, a baby, a window a door, etc.).	Ask questions, using a variety of pictures, puppets, and things in room; begin with realia where possible, things in work areas, etc. After repeatedly listening to you ask the questions, the children then question the class and each other.
***	***	
Statement response with *it's* to replace name of object.	Where's the desk (chalkboard, boat, etc.)? It's here. (touching) It's there. (pointing)	
***	***	***
Introduce possessive pronouns used as adjectives with familiar vocabulary.	This is my hat, etc. That's your hat, etc.	Devise game to make this pattern meaningful. Use children's possessions (singular form only).
	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	This is his coat, etc. That's her . . . . etc.	
***	***	***
Contrast the question form *Is this* with statement *This is* affirmative response.	Is this your coat? Yes, it is. his coat? Yes, it is. her Yes, it is. my Yes, it is. etc.	Ask questions. Children respond in chorus; in groups. Groups question and respond to each other. Individuals question and respond to each other.
***	***	***
Continue possessive pronouns.	Is this your coat? Yes, it's mine. his his. her hers. my yours. etc.	Drill in contrast: your – mine my – yours
***	***	***
Teach question with *whose*; review possessive pronouns.	Whose coat is this? It's mine. his. hers. etc.	Many children make the erroneous analogy of adding *s* to *mine*, as they do to *yours*, *his*, and *hers*. Therefore provide model frequently and give practice in contrast, e.g., It's mine. It's his. It's mine. It's hers. It's hers. It's mine. This is mine. This is hers. This is his. This is hers. This is mine. This is his. etc.
***	***	
Review question form: teach negative response.	Is this your coat? No, it isn't. It's his. hers. etc.	
~~Include review~~ of *here* and *there*.	Is the map here? No, it's there. easel etc. Is the boat there? No, it's here. table etc.	Set things up to be referred to by *here* and *there* as specified places. Use realia, map, pictures, etc.
***	***	***
Add possessive adjective *our* to those taught previously.	Jose is in your class. He's in my class. He's in our class. Maria group. She's school. team etc.	Set up dramatization, e.g., introductions at a party, etc. This is Jose. Jose is in your class. He's in our class. etc.
	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Jose is in third grade. Maria He's in our class. She's etc.	Substitute child's grade instead of third grade, etc.
***	***	***
Develop person and verb agreement. 1st, 2nd, and 3rd persons plural of *to be*. Statement form.	We're in third grade. You're in third grade. Maria and Juan are in third grade. They're in third grade. etc.	Indicate two groups: one including speaker for *we're;* one group to exclude speaker for *you're* and *they're.*
	***	***
Question form.	Is Jose in third grade? etc. Yes, he is. Is Maria in third grade? etc. Yes, she is. Are we in third grade? etc. Yes, we are. Are Maria and Jose in third grade? Yes, they are. Are you in third grade? Yes, we are. etc.	Have groups and individuals ask questions and give responses. Substitution can be made, e.g., in my class in school in the room etc.
***	***	***
Review possessive adjectives with familiar patterns.	My name is Juan. Maria. etc.	Devise games, dramatizations; make these patterns meaningful, e.g., meeting new friends, first day of school, etc.
	***	
	His name is Jose. Her name is Carmen. etc.	
	***	
	My name is Juan. What's your name? etc.	
	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	What's his name? His name is ______. What's her name? Her name is ______. What's my name? Your name is ______. What's your name? My name is ______.	Reinforce *my–your* *your – my* } relationship.
***	***	***
Teach demonstratives: *these* and *those*. Review possessive adjectives.	These are chairs. Those are easels. etc.	Touch objects for *these*. Point to objects for *those*. Vocabulary includes things in work areas.
	***	Teach in like groups, e.g., easels, shoes, crayons (*z* sound); scarfs, socks, boots, pants, books, blocks (*s* sound). After much drill for each group, drill in contrast, e.g.,
	These are my books. Those are your pencils. crayons. etc.	These are our toys. Those are our books etc.
	***	Set up groups of things that can be referred to as *these* and *those*.
Teach possessive adjective *their*.	These are our books. Those are their books. crayons. paints. etc.	
***	***	***
Introduce numerical adjectives. Agreement of *this* and *these*.	This is one crayon. These are two crayons. etc.	Build up number concept for counting. Develop this concept and pattern through things in the room, pictures, family, etc.
***	***	
Drill in contrast: There are . . . There is . . .	There are three boys in our group. There are four girls in our group. There is one teacher in our group. etc.	
***	***	***
Teach idiom *to be years old*. Statement pattern.	Juan is eight years old. He's Maria She's etc.	Use children's ages. This is a new construction for many NE children. Many languages express this as: I have ______ years. Introduce by a dialogue between you and a child. Teach as formula by rote:
	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	I'm eight years old. Juan is eight years old, too. Maria etc.	Teacher: Juan has a birthday today. How old is he, Maria? Maria: I don't know. Teacher: Please ask him. Maria (with help): How old are you, Juan? Juan (with help): I'm eight years old. I'm eight. Maria: Juan's eight years old.
	***	
Question form.	How old are you, Jose? Maria? etc. I'm eight years old. I'm eight.	Then ask Juan about Maria's age. Above dialogue is enacted with Juan. Group responses can be elicited by substituting group for teacher in dialogue. Group: Pablo, how old is Jose? etc.
	***	
	How old is Juan? He's eight years old. He's eight. How old is he? she? He's eight. She's etc.	
***	***	***
Teach statement with *both*.	We're both eight years old. We're both boys. girls. pupils. etc.	Substitute children's actual ages. Vary practice by dramatizing introduction to new friends at a birthday party. I'm eight years old. How old are you? I'm eight years old, too. We're both eight years old. etc.
	***	
	How old is your sister (brother, friend)? She's He's etc.	
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Practice request forms and amenities: phrases with *in*.	Please put your coat in the closet, Jose. Juan. etc. Thank you. (after action) You're welcome. (Same for other pieces of clothing.)	Make the requests; the children act them out. After repeatedly listening to requests, the children make requests of each other and respond to each other.
	***	
	Please put the ball in the box, Maria. Thank you. (after action) You're welcome. (Same for other things in work and play areas.)	
***	***	***
Phrases with *on*.	Please put the book on the table, Maria. paints shelf etc. etc. Thank you. (after action) You're welcome.	Drill phrase beginning with *in* and *on* in contrast; *from* and *in; from* and *on,* in contrast.
***	***	
Phrases with *from*.	Please get the ball from the box, Carmen. paints shelf etc. etc Thank you. (after action) You're welcome.	Use routines of getting things and putting things away.
***	***	***
Develop request form with *give me* *Jose* *us* *them* *him* *her* etc.	Please give me the pencil, Maria. crayon, Juan. etc. Thank you. (after action) You're welcome.	Repeat these patterns: building content vocabulary with things in play and work areas around the room.
	***	***
	Please give Jose the crayon, Maria. him etc. Thank you. (after action) You're welcome. etc.	Indicate child meant by *him* and *her*

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Please give Carmen the eraser, Maria. her etc. Thank you. (after action) You're welcome. etc.	
	***	***
	Please give us the crayon, Jose. Thank you. (after action) You're welcome. etc.	Indicate group for *us*. Review commands in contrast: Please get .... Please put .... Please give me ....
	***	
	Please give Jose and Maria the crayons. them Thank you. (after action) You're welcome.	
***	***	***
Review in contrast to previous patterns. Include *this* and *that*.	Please give me this paper. Please give me that brush, etc.	Devise a game that requires children to make requests using alternate patterns.
***	***	***
Teach amenity requests; drill in contrast to above.	May I have this paper? brush etc. May I have that crayon? book etc.	Children act out these patterns, touching things for *this*, pointing to things for *that*. Repetition drills will make these patterns automatic. See Oral Pattern Practice Drills.
	***	
	May we have this ball? etc. May we have that eraser? etc.	
***	***	***
Teach use of verb *to be*, past tense. Use *here* to express physical presence: statement pattern.	I'm in school today. I'm here today. I was in school yesterday. I was here yesterday.	Substitute days of week, etc., for *yesterday* in all patterns having to do with attendance. For memorization drill, make cards of individual words: *today, yesterday, was, is, names of days,* etc.
	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Jose is in school today. Jose is here. Maria Maria Jose was in school yesterday. Jose was here yesterday. He was in school yesterday. Maria was here yesterday. She etc.	Children make selection of individual cards to say: Today is . . . . Yesterday was . . . . (choosing each word of sentence)
	***	***
	We were in school yesterday. We were here yesterday. Maria and Jose were in school yesterday. They were in school yesterday. They were here yesterday.	Indicate group including speaker for *we* Exclude speaker for *they*. Indicate group.
***	***	***
Use of negative.	Juan wasn't in school yesterday. He Sunday. Maria She etc.	Conversion drills will help to make these automatic. See Oral Pattern Practice Drills. Explain the meaning of *wasn't* as *was not;* use of contracted form in speech. Children repeat both patterns.
	***	***
	I wasn't in school yesterday. Sunday. Monday. etc. We; They, Marie and Juan weren't . . . etc.	
***	***	***
Review learned question patterns, affirmative and negative response; substitution of *here* for *in school;* pronoun for nouns, etc.	Is Jose here today? Maria Yes, he is. No, he isn't. she she Are all the boys here today? Yes, they are. No, they aren't. Are the girls in the playground? Yes, they are there. No, they aren't there.	Ask questions. At first, groups respond, then individuals. After hearing questions repeated many times, children ask them. Individual practice and group response.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Review statement pattern; phrases beginning with familiar prepositions.	I was in the playground Monday. I was on the swing Monday. Same for: Maria was She Jose He They were You were etc.	Use substitution drills for phrases, pronouns, etc. See Oral Pattern Practice Drills.
***	***	***
Build content vocabulary, singular and plural, within a familiar pattern.	This is a coat, a hat, a crayon. These are coats, hats, crayons (touching objects). etc.	Use realia or pictures. Practice conversion drills. See sample in Oral Pattern Practice Drills. Be careful to recall difference between *s* sound in hats, coats, and *z* sound in crayons, etc.
***	***	***
Teach present progressive form of verb *to be* (auxiliary use).	Jose is painting. He's painting. Maria is singing. She's . . . . etc.	Build on previously learned pattern, e.g., Jose *is* a boy. Use dramatization or pantomime to illustrate continuing action and give pattern while action is going on. Begin with the present progressive because it can be pantomimed simultaneously with verbalization.
	***	***
	Maria and Jose are painting, playing, etc. They're painting. playing. etc.	Build on previously learned pattern, e.g., Marie and Jose *are* here, etc. Teach contracted form as common usage after children have practiced and understood the uncontracted form, e.g., Jose's painting. Maria's painting, etc. Jose and Maria are painting. They're Exclude speaker for *they're*.
	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	You're painting, Jose. playing, Maria. etc.	
	We're painting. playing. etc.	Include speaker in group for *we're*.
	I'm painting. singing. etc.	
	***	***
	Within the same pattern, teach the participles *jumping, walking, talking,* etc.	Use substitution drill. See Oral Pattern Practice Drills.
***	***	***
Teach question form with *what*.	What's Jose doing? he Maria she He's walking. She's etc.	Ask questions as child pantomimes action. Explain meaning of contracted form. Children pantomime patterns, e.g., What is Jose doing? What's Jose doing? He's talking. etc.
	What are we doing? We're talking jumping. etc.	
	***	***
	What are they doing? They're painting. etc.	Indicate group of children outside of the language group, for *they*.
	***	***
Contrast *I* in question with *you* in response and vice versa.	What am I doing? You're painting? etc. What are you doing? I'm running. etc.	Pantomime action and ask questions. Class responds. Drill in contrast: *I'm* *You're* *You're* *I'm* Direct questions to one child as he pantomimes action. Child responds with pattern. Review previous patterns through a pantomime game, e.g.,

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED PATTERN
		What am I doing? Class responds: You're .... Ask: What's he doing? Class responds: He's .... Have a group pantomime action. Ask: What are they doing? Class responds: They're .... etc.
***	***	***
Teach question: inversion of *to be:* negative response.	Are you talking, Jose? No, I'm not. I'm singing. etc.	Use pantomime to make it meaningful. Require both negative and positive responses by then asking: Are you singing? Yes, I am; I'm singing.
	***	***
	Am I singing, Juan? No, you're not. You're talking. etc.	Pantomime action and ask question. Help group to respond. Eventually individuals ask questions and give answers.
	***	***
	Are we singing? No, we're not. We're talking. etc.	Include speaker in group.
	***	***
	Are Jose and Maria playing? No, they're not. They're working. etc.	
	***	***
	Are they working? No, they're not. They're playing.	Indicate children outside the group or a group within the group.
***	***	***
Expand familiar pattern. Build content vocabulary.	What's Jose playing? He's playing a game. What's Carmen singing? She's singing a song. What are they painting? They're painting pictures. What are we eating? We're eating cookies. etc.	Use individual and group dramatic plays to make these patterns meaningful.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Introduce placement of adjective before noun. Review contracted form, *it's*.	What's this? It's a blue crayon. green ball. yellow dress. red etc.	Use realia or pictures. Use substitution drill after pattern has been taught to make it automatic. See sample, Oral Pattern Practice Drills. *Other adjectives can be substituted for* color adjectives.
***	***	***
Introduce contrasting adjectives.	This is a big ball. This is a little ball. What's this? It's a big ball. What's this? It's a little ball. etc.	Use pictures, children, things in room. Teach other opposites when concept has been mastered, e.g., tall–short; high–low; fast–slow; new–old; loud–soft.
***	***	***
Develop use of verb *to have* (present tense).	I have a bicycle. You have a crayon. etc.	Use realia, pictures, etc.
***	***	***
Build vocabulary. Teach plural of nouns.	We have a table. a chair. etc. We have tables. chairs. etc. They have a crayon. a picture. a book. etc. They have crayons. pictures. books. etc.	Use realia, pictures, etc. Include speaker in group for *we;* exclude for *they.* Have children make picture dictionaries to reinforce vocabulary.
***	***	***
Third person singular of *to have* (has).	Maria has a crayon. a book. She etc.	Have child hold the object as class says the pattern.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Maria has crayons. books. She etc. Jose has a crayon. a book. He etc. Jose has crayons. books. He etc.	
***	***	***
Expand pattern: placement of adjective before noun.	Maria has a pretty dress today. new hat. Jose has a pretty tie today. new green belt. brown pants. blue white shirt. I have a new dress today. white hat. blue crayon. etc.	Develop dialogue to teach pattern. See sample Oral Pattern Practice Drills. Review vocabulary. Teach new vocabulary. Use realia, pictures, or other visual aids to insure correct concepts.
	***	***
	We have white paper on our desks. They have wooden pencils on their desks. etc.	Include speaker for *we*. Exclude speaker for *they*.
***	***	***
Introduce interrogative of *to have* in affirmative and negative responses.	Does Jose have a pencil? Maria Yes, he does. she Does he have a pen? she No, he doesn't. she He has a pencil. She etc.	To build vocabulary, use realia, toys, room equipment. Ask: What does he have? to elicit the pattern for review: He has a ball (see end of examples). A game makes these patterns meaningful. For example, give a child something to hide on his person or in his desk while another child is asked to step

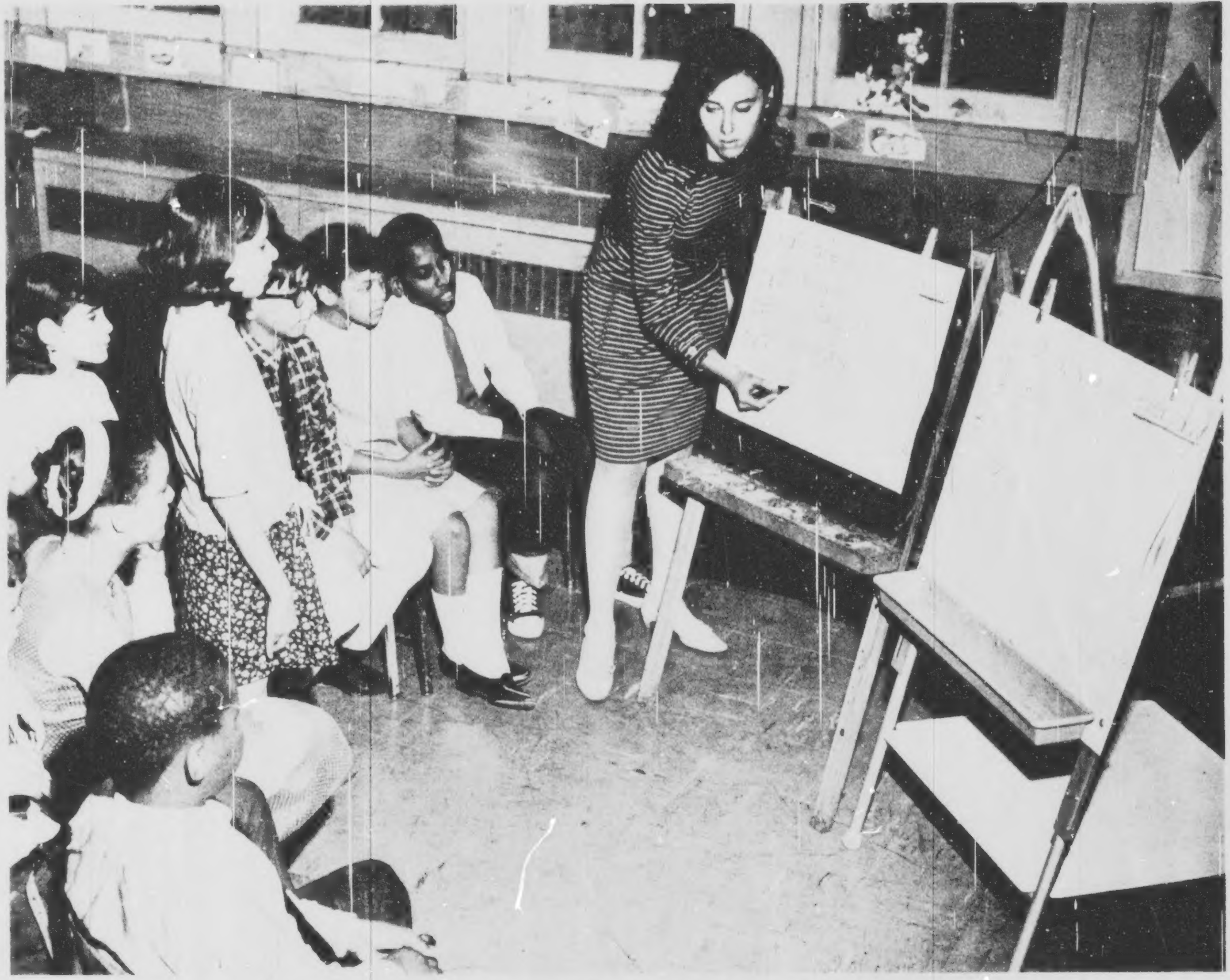
<table>
<tr><th>LANGUAGE AIM</th><th>SENTENCE PATTERN</th><th>SUGGESTED APPROACH</th></tr>
<tr><td></td><td>Do you have a ball, Maria?
Jose?
Yes, I do.
Do you have a doll, Maria?
Jose?
No, I don't.
I have a ball.
etc.

Same for: <i>I; you; they; we.</i></td><td>outside the door. When the child returns to the room, he asks: Does Maria have the . . .? The class answers: No, she doesn't <i>or</i> Yes, she does, etc. At another time the question: Do you have the . . . . Jose? No, I don't <i>or</i> Yes, I do. This can also be done with groups. The child asks: Do they have the . . .? The class answers: Yes, they do <i>or</i> No, they don't. If child is unsuccessful in guessing, ask: Who has the . . .? Response: I have <i>or</i> We have <i>or</i> Maria has, etc.</td></tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
<tr><td>Develop the simple present, using a variety of verbs. Use time words to show: habitual actions for the simple present, ongoing immediate action for the present progressive.</td><td>I am playing ball now.
I play ball every day.
I am playing a game now.
I play a game every day.
I am playing house now.
I play house every day.
etc.

I am jumping rope now.
I jump rope every day.
I am closing the closet now.
I close the closet every day.
I am opening my book now.
I open my book every day.
etc.</td><td>Introduce patterns with questions cued by time words, <i>now, every day.</i> Child pantomimes action words: What are you doing now, Jose? Jose responds: I am playing ball. Ask: What do you do every day? Jose responds: I play ball every day.

Use drills to help children learn to drop the <i>ing</i> of the participle for the simple present tense (repeated action).

<table>
<tr><th><u>Teacher</u></th><th><u>Teacher Cues</u></th><th><u>Children</u></th></tr>
<tr><td>Now I am playing</td><td>every day</td><td>I play</td></tr>
<tr><td>Now I am jumping</td><td>every day</td><td>I jump</td></tr>
<tr><td>Now I am closing</td><td>every day</td><td>I close</td></tr>
<tr><td>I talk every day</td><td>now</td><td>I'm talking</td></tr>
<tr><td>I chew every day</td><td>now</td><td>I'm chewing</td></tr>
<tr><td>etc.</td><td></td><td></td></tr>
</table>
Practice with many verbs and all persons.</td></tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
</table>



Oral control of the use of the verb tenses of present progressive (now) and the simple present (habitual) has been established. Here charts are being developed to contrast the use of the tenses. Time words establish the concepts behind the usage.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Apply other time indications for habitual action.	We carry our books to school every day. You chew cookies at snack time. The monitors close the closet in the morning. They play ball in the yard at recess. etc.	Use conversion drills from progressive to simple present and vice versa.
***	***	***
Review and expand pattern by use of adjectives before noun.	I paint pretty pictures every week. We drink cold milk at snack time. You The girls They etc.	If children are sufficiently mature, familiar phrases may be added: in the morning afternoon at snack time etc.
***	***	***
Teach simple present, using the third person singular.	Maria paints pictures every day. She Jose He etc.	Because of sound production similarities, group as follows: (s) (es) (ks) plays closes walks jumps washes works opens brushes asks recites marches drinks reads etc.
***	***	***
Expand pattern with phrases.	Maria jumps rope in the yard. She Miss . . . . plays a song on the piano. etc.	At this point, a game to emphasize the process of expanding a pattern is helpful. Each child adds to the original sentence. Teacher: Jose eats. First child: Jose eats cookies. Second child: Jose eats cookies at snack time. Third child: Jose eats chocolate cookies at snack time. Cue these expansions by such questions as *what, when, what kind,* etc.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Drill possessive adjective in initial position with subject noun.	Our class plays every day. My friend walks to school every day. His father works in a factory every day. Her mother cooks in the kitchen every night. Their puppy plays with them every afternoon. Your . . . etc.	
***	***	***
Introduce and develop past tense of regular verbs (*ed* with sound of *d*).	Jose jumped. He Jose jumped yesterday. He Jose jumped last week. He etc. Maria played a game yesterday. She Carmen played house last week. She Jose played ball yesterday. He etc.	Use pantomime to introduce pattern. Ask as child carries on action: What is Jose doing now? Children respond: Jose is jumping. Jose stops jumping. Ask: What did Jose do? Give pattern: Jose jumped. Children imitate model. Because of sound production similarities, group as follows: (d) (ed) (kt) played painted talked carried wanted walked combed started whacked stayed printed etc. etc. etc.
***	***	***
Expand pattern with familiar phrases. (Begin practice without *time words.*)	I played ball. I carried my doll to school. I combed my hair in the bathroom. etc. We played in the yard. We stayed in the room. We carried our paints to the easel. etc.	Use as many verbs as applicable but in groups with similar end sound production.
***	***	***
Teach phrase introduced by *with.* Review placement of adjective before noun. Review phrases introduced by *in, on.* Introduce *to.*	I played with a big doll. I lived with my grandmother in Puerto Rico. I stayed with my best friend last night. We; You; They; Maria; Jose; She; He.	Use verbs ending with *d* sound for sound production. Use pantomime and dramatic play to increase comprehension. After pantomime have action described.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	I worked with my friend. I walked on . . . . Avenue. I talked to Miss . . . . We; You; They; Maria; She; Jose; He etc.	Use verbs ending with *kt* sound. Stress sound production. Drill in contrast to above, e.g., I played, I worked, etc.
	Miss . . . . started a game. My friend painted a picture. His brother printed a story. Her sister wanted a cookie. Your; Their; Our etc.	Use verbs ending with *ed* sound. Stress production of end sound. Drill in contrast, e.g., I played – I talked – I painted etc.
***	***	***
Develop use of *to be* followed by *going to* to express future time.	We're going to paint. play. sing. dance.	Start with *we're*. Use group planning of activities. Contrast this with previously practiced past tense. Indicate children outside the group for *they're*.
	They're going to paint. play. sing.	
	Maria and Jose are going to paint. They're going to paint.	
	You're going to play. paint.	Indicate individual or group; exclude speaker for *you're*.
	Maria is going to paint. She's Jose He's etc.	
***	***	***
Stress contrasted use of *you* and *I*.	You're going to paint. play. I'm going to paint. play. dance. etc.	Dramatize with two children. What are you going to do? I'm going to paint. What am I going to do? You're going to paint.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Expand pattern for all persons in agreement with verb.	We're going to paint pictures. play games. sing songs. etc.	Make substitutions of activities in home and community, etc.
Teach question form using *going to* introduced by *what*; contracted form of verb in response.	What are we going to do today? We're going to paint. What are they going to do today? They're going to play. etc. What's Maria going to do today? she She's going to . . . . What's Jose going to do today? he He's going to . . . . etc. What are you going to do tomorrow. Jose? Sunday I'm going to . . . . etc.	Prepare a dialogue to introduce this pattern. First child: What are we going to do today? Second child: We're going to paint pictures. Third child: We're going to play games, etc. Same for other persons. Children may enact a pantomime of school or home activity in answer to these questions posed by group. The group repeats the pattern describing the activity pantomimed. Give model question and answer; children imitate model.
***	***	***
Review simple present in contrast to simple past and *going to* for future.	We play games every day. jump rope (I, You, They) We played games yesterday. jumped rope painted pictures (I, You, They) We're going to play games tomorrow. (You're, They're) etc. Jose plays games every day. He paints pictures. jumps rope. Maria She Jose played games yesterday. etc.	Indicate group for *they*. Include speaker for *we*. Conversion drills cued by time words: We play games every day. Cue—yesterday. We played games yesterday. Cue—tomorrow. We're going to play games tomorrow. etc. See Oral Pattern Practice Drills. Make children aware of the identical pattern for all regular verbs for person agreement and tense; addition of *s* or *es* in third person singular, present tense and *ed* for past tense, for all persons of the verb. Practice: Maria plays every day. Yesterday, she played, etc.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Maria is going to play games tomorrow. She's Joe's He's Jose and Maria are going	Apply this to pattern practice with all regular verbs.
***	***	***
Expand sentences, using possessive adjectives: all tenses and persons of any regular verb taught.	Our class plays ball every day in the playground, etc. My friend plays ball every day. played yesterday. My mother works in my house every day. worked yesterday. Our class is going to play in the park tomorrow. etc.	
***	***	***
Teach use of the verb *like* with all persons.	I like carrots (milk), Maria, etc. We They You Maria likes carrots, etc. She Jose He .	While the verb *like* follows the form of regular verbs, its use in English differs from many other languages. Many languages express this in the pattern: it pleases me. Therefore, special emphasis should be put on the development of *like* in this English usage. Use dialogue: Teacher: Does Maria like carrots, Jose? Jose: I don't know. Teacher: Please ask her. Jose: Do you like carrots, Maria? Maria: Yes, I do. I like carrots. Jose: Yes, she does. She likes carrots.
Follow with infinitive form.	I like to play. We jump. They run. You Maria likes to run. She walk. Jose He etc.	
***	***	***
Develop past tense.	I liked the carrots at snack time yesterday. Maria milk this morning. She Jose	Use time expressions to indicate past. Stress no change in past tense for third person (not in technical terms). Play a game, e.g., I play ball. I played ball. He plays ball. He played ball.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	He They, We, You etc.	
***	***	***
Introduce irregular verb *see*, present tense.	I see a man. house. policeman. boy. etc. You We see a dog. They Maria sees a man. She Jose sees a man. He	Introduce by dialogue: (Pablo goes up to large picture facing the room.) Teacher: Pablo is looking at a picture. What does he see in the picture, Ana? Ana (rote response learned earlier): I don't know. Teacher: Please ask him. (Models pattern.) Ana (with help): Pablo, what do you see in the picture? Pablo (with help): I see a truck (house policeman, etc.) Ana: Pablo sees a truck *or* He sees a truck.
***	***	
Expand patterns.	We see a dog in the picture. We see a little boy in the street, our turtle on the science table, etc. (Same for other persons.)	Repeat with different children looking at picture. Group can take place of teacher in dialogue. Vary this with "on the science table," "out the window," etc.
***	***	***
Develop question with *do, does.*	What do we see in this picture? We see ________________ . *** What do they see, ______? Jose and Maria They see ________________ . What does Maria see? Jose Maria sees ________________ . She Jose He	Use pictures of community and home. Build content vocabulary in these areas. After introducing the question form with your asking the question and the group answering, divide the group in half: one group asks and the other answers. The groups then change parts. A small group within the group is set up for *they*. Maria and Jose come to the picture; one group questions, the other group answers.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Introduce past tense of *see*.	I saw a policeman yesterday. You We They Maria She Jose He	Refer to previous development of *I see*. Using picture, ask: What do you see in this picture, Jose? I see a policeman, etc. Removing picture, ask: What did you see in the picture? I saw a policeman, etc. If children are sufficiently mature and have successfully generalized about forms of regular verbs, they may notice the irregularity of the past tense of *see*. Explain that *see* and some of the other action words of English are sometimes called Magic Words because they change into entirely different words for past time instead of just adding *ed*. The children can then identify the succeeding irregular verbs as Magic Words.
***	***	***
Review patterns: names of colors; placement of adjective before nouns. verb tenses.	We played on a red seesaw yesterday. I see a yellow bird in the picture. She's wearing a blue dress today. We saw green grass in the park.	Use realia and pictures. Placement of adjective before a noun is difficult for many NE children. Use substitution drills. See Oral Pattern Practice Drills. Review content words.
***	***	***
Teach questions, affirmative response, short form.	Does Jose play ball every day? Yes, he does. Does Maria play with a doll? Yes, she does. Does he play with a bat? she a doll? Yes, he does. Yes, she does. Do we . . . .? Yes, we do. they I etc.	Practice through games, etc. Ask a question. Children respond in chorus (entire group, then small group) and individually. Children ask questions. Children respond in chorus and individually.
***	***	***
Negative response, short form.	Do I see movies every day? No, you don't. Do you see movies every day? No, I don't.	Review content vocabulary within this pattern: days of week; activities of home and school; many verbs.
	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Do they see movies every day? we No, they don't. we	Review verbs taught: regular; irregular verb *see*; affirmative and negative.
	***	
	Does Maria see movies every day? No, she doesn't. Jose he	
***	***	***
Review familiar patterns: all tenses of verbs. Increase content vocabulary.	Maria plays with jacks. She boys. Jose He We played with games worked clay. washed soap. etc.	Build content vocabulary. Games or realia that urban children are likely to be interested in should be used.
***	***	***
Contrast use of *a* before singular nouns and its omission before plural nouns.	I played with a ball yesterday. Maria and Jose played with games yesterday. They Maria plays with a doll. She Maria and Carmen play with dolls. They etc.	Conversion drills make these patterns meaningful. See sample, Oral Pattern Practice Drills. Apply to all verbs and nouns previously taught. Add new content nouns.
***	***	***
Teach present tense of *to go*, first person.	I go to school every day. to the playground. to the movies. etc.	Use time expressions: *every day, in the morning, all day*, etc.
	***	
Use the model above for:	We go They go You go	
***	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Third person agreement.	Maria goes She Jose goes. He etc.	
***	***	***
Teach present progressive of *to go*.	Contrast simple present *I go* with present progressive *I'm going* for all persons.	Use time words: every day, now, etc.
***	***	***
Expand pattern.	Maria goes to school with her sister. She goes to the playground with a friend. Jose goes to the park with his brother. He goes to the library with Miss . . . . Jaime is going to the movies. (same for all persons)	Substitution drill will make these patterns automatic. See Oral Pattern Practice Drills. Practice questions and responses as described for verb *see*. Apply same to the verb *go*. Give practice with a variety of subject-verb agreement patterns taught. Contrast: *I'm painting now* with *I paint every day*.
***	***	***
Develop past tense of *to go*.	I went to the movies. library. We; They; Maria; She; Jose; He went. Our class went to the movies. My friend etc.	The verb *go* can be added to Magic Words. This tense is developed in answer to the question: Where did you go on Monday? we Tuesday? they Sunday? last week? etc. Substitution drill after the pattern has been taught will help to make it automatic. See Oral Pattern Practice Drills.
***	***	***
Question form with *did*.	Where did you go on Monday, Jose? I went . . . . Where did I go on Monday, Maria? You went . . . . What did you see? I saw . . . . . I You etc.	Contrast *I* in question with *you* in response, and vice versa. Model the question and answer; children listen to it first; on signal they give the answer to the question. After much practice in listening to your model of the question, one group asks the question and another answers. The groups then change parts. Individual children ask the question as the class answers; individuals ask and answer each other.
	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Where did Maria go on Monday? Jose Maria went . . . . What did she see? She saw . . . . etc.	Use name of day that has passed. Involve as many verbs as have been taught. Stress contrast between *you* and *I* in question and answer e.g., Where did *you* go? *I* went . . . . . . Where did *I* go? *You* went . . . . .
	***	***
	Where did they go? you They went We etc.	Indicate group *they;* exclude speaker; *we* includes speaker. Use dialogue.
***	***	***
Negative response.	Did you go to the movies yesterday? No, I didn't. Did Maria talk to you? Jose No, she didn't. he etc.	For additional practice, use other verbs already taught with all persons, e.g.: Did you eat your cookie? No, I didn't. etc.
***	***	***
Introduce forms of verb *to drink*: present tense.	We drink milk. They juice. You I etc.	In response to question: What do we drink at snack time? they you I
	***	***
	Maria drinks milk. She Jose He	What does Maria drink? she Jose he
***	***	***
Past tense.	I drank milk. You; Maria; She; Jose; He; They; We etc.	In response to: What did you drink yesterday, Jose? Maria? etc. Identify verb *drink* as belonging to Magic Words.
***	***	***
Review by contrast.	Maria is drinking milk. She drank milk. is going to drink milk tomorrow. drinks milk every day. (Same for all persons.)	Maria acts out drinking milk. Question: (During pantomime) What's Maria doing? (After pantomime) What did Maria do? What is she going to do tomorrow?

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
		What does she do at snack time every day? (Same pantomime for each person of verb.) Conversion drills cued by time words make the form automatic.
***	***	***
Teach interrogative, affirmative, and negative responses.	Is Maria drinking milk? Yes, she is. No, she isn't. Did Maria drink milk? Yes, she did. No, she didn't. Does Maria drink milk every day? Yes, she does. No, she doesn't. etc.	Introduce by pattern: Maria is drinking milk. Stress the change of position of *is* in the question form.
***	***	***
Develop present tense of *to eat*. Build vocabulary.	We eat cookies. (They; You; I) etc.	Ask: What do we eat at snack time? breakfast? lunch? etc.
***	***	
Third person	Maria eats cookies. She etc. Jose He	What does Maria eat, Jose? Jose: I don't know. Teacher: Ask her. Jose: What do you eat, Maria? Maria: I eat .... Jose: She eats .... etc.
***	***	***
Past tense of *to eat*.	We ate cookies yesterday. Monday. etc.	Ask: What did we eat at snack time yesterday? Add verb *eat* to Magic Words.
	***	***
	Same as above for: They; You; Maria; Jose; I she he	After much oral practice, if children are sufficiently mature, a generalization can be made about adding *s* to third person, present tense, in contrast to *same form* for all persons of past tense (not in technical terms).
	***	
Review	Same contrast drill as described for *to drink*.	
***	***	***
Teach possessive adjectives and apply them to parts of body. Present tense	Maria washes her hands. She Jose washes his hands. He I wash my hands. You your We our They their	This construction is different for Spanish-speaking pupils. The Spanish construction is: We wash *the* hands. The *iz* pronunciation of verb ending should be drilled with substitutions of verbs with same sound endings after the pattern has been taught, e.g., Maria brushes her teeth every day, etc.
***	***	

Do we drink milk ?
We

The use of a pocket chart and word cards helps to reinforce the oral practice of the change in word order from the statement to the question.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Past tense	We washed our hands, etc. They their Maria washed her hands. She Jose his He etc.	Ask: What did we do yesterday before we ate our snacks?
***	***	***
Review	Same contrast drill as described for *to drink.* All verbs and content vocabulary taught.	Substitution drills (see Oral Pattern Practice Drills). Maria combed her hair. Jose his We our They their etc.
***	***	***
Apply the form to clothing with patterns: *put on take off.* Build vocabulary.	I put on my coat. You your We our coats. They their He puts on his coat. She her Maria her Jose his Same for *take off.*	Similar difficulty for Spanish-background child as wash our hands, e.g., I put on the coat. See Comparative Analysis. Substitution drills cued with pronouns will help to make these automatic, e.g., I put on my coat. (*You, they*, etc., as above.)
***	***	***
Develop past tense of *have*, statement pattern with the meaning of *to eat.*	I had milk for breakfast. eggs toast cocoa etc.	Develop through questions: What did you have for breakfast? a snack? on our trip? in the park? etc.
	I had juice for a snack. carrots cookies etc. I had lunch on our trip. candy fun a good time etc.	Identify *have* as belonging to Magic Words. Use substitution drills to make the pattern automatic. See Oral Pattern Practice Drills.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Review vocabulary Expand patterns. Teach other uses of *had*.	We had snacks this morning. games yesterday. a new turtle on the science table yesterday. The class had games in the yard yesterday. Our class had a party last week. The boys had fun with games this morning. etc.	Use substitution drills to make these automatic. See Oral Pattern Practice Drills.
***	***	***
Contrast use of *have* and *had*.	I have a headache. stomachache. earache. toothache. I had a headache. stomachache . etc.	Review parts of body. Use *Simon Says* game. Dramatize with gestures. Develop answers to: Why were you absent yesterday, Jose? etc.
***	***	***
Introduce question form with *why*.	Why was Jose absent? Maria He had a headache. She had a headache. etc.	Use dialogue as suggested in Oral Pattern Practice Drill.
***	***	***
Review commands, using familiar vocabulary.	Walk to the door, Maria. Jose. etc. window closet my desk your seat etc.	Give commands: child responds. Then children give commands to each other and respond to each other. To review present progressive, the group can describe Maria's response by saying as she performs the action: Maria is walking to the door. After Maria has completed the action, review past tense. Group says: Maria walked to the door.
***	***	***
Introduce adverbs ending in *ly*.	I'm walking quickly. You're He's She's I'm walking slowly. You're He's She's	Demonstrate and contrast the slow action with the quick action, and say with each: I'm walking quickly (slowly). Children repeat the action and patterns.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Anna is walking quickly. She's slowly. Jose He's etc.	Child performs the action with the group, saying the pattern while action is going on.
***	***	***
Teach plural use of *you*.	You're walking quickly. They're slowly. We're etc.	Group walks to door; class says pattern. For *we're*, group performing action says the pattern. Develop other adverbs, e.g., *quietly, carefully*, etc.
***	***	***
Apply adverbs to command pattern.	Walk quietly, Maria. quickly slowly Get up carefully, Maria. Close your book quietly, Juan. etc.	Child *acts out* teacher's command. Individuals give commands. Individuals act them out.
***	***	***
Review phrases beginning with *on*.	The book is on the table. etc.	Illustrate the patterns.
***	***	***
Teach phrase beginning with *under*.	The book is under the table. etc.	Children repeat in chorus after you illustrate pattern and give model.
Contrast concepts.	Review names of objects substituted for *book* and *table*, e.g., The crayon is on the desk. The basket is under the desk. etc.	Individual children illustrate pattern as group verbalizes. Individuals verbalize as they illustrate pattern.
***	***	***
Contrast *in, on, under*.	The doll is in the carriage. My book is on the desk. The basket is under the desk. etc.	
***	***	***
Teach comparative forms of adjectives as modifiers.	This is a big crayon. This is a bigger crayon. (Practice substituting familiar patterns and vocabulary.)	Use realia or pictures. Develop comparative concept. Review *big* and *little* as a basis for introducing concept of bigger.
	I see a big house here. I see a bigger house there. Hector has a big dog. Maria has a bigger dog. etc.	Use other adjectives, e.g., new–newer, wide–wider, etc.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Develop use of the adjective as a predicate complement.	The cookie is big. The doll is pretty. The cake is sweet. (Practice substituting known vocabulary.)	Use realia, pictures, wedgies, etc.
***	***	***
Teach use of comparative form of adjective as predicate complement.	This cookie is sweet. Sugar is sweeter. My grandmother is old. My grandfather is older. That automobile is fast. That automobile is faster. etc.	After concept is established and much oral practice given, a generalization about adding *er* to the comparative form can be made through a game: Teacher — Children big — bigger old — older fast — faster sweet — sweeter etc.
***	***	***
Develop use of superlative adjective as modifier. Substitution of pronoun *one* for noun; use article *the* for superlative.	Maria has a big cookie. Jose has a bigger cookie. Hector has the biggest cookie. Repeat above, substituting *one* for *noun*, in the comparative and superlative forms.	Develop this as you did the comparative form. Stress use of *the* in superlative form.
***	***	
As predicate complement.	This dog is big. This one is bigger. This one is the biggest. etc.	
***	***	***
Practice substituting other patterns and adjectives.	Maria has a pretty doll. Carmen has a prettier one. Louise has the prettiest one. etc.	Make children aware of comparative and superlative endings *er, est.* Be sure to use only those adjectives that add *er* for the comparative and *est* for the superlative. Use *opposites* already taught. low – lower – lowest high – higher – highest etc.
***	***	***
Teach the possessive form of nouns.	This is Juan's hat. That is Jose's coat. etc.	Develop through question: Whose hat is this? etc. Answer: Juan's. This is Juan's hat. This is difficult for most N E children. In most languages the possessive form takes the pattern: The hat of Juan, etc.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Review patterns, using possessive form of nouns in varied positions.	Maria's doll is in the carriage. This is Jose's crayon. Juan has Maria's hat. etc.	Use cued question drill. See sample. Oral Pattern Practice Drill, e.g., Where is Maria's doll? etc.
***	***	***
Teach possessive forms of nouns and pronouns. Expand patterns.	The teacher's hat is in the closet. Your hat is in the closet. Jose is playing with his friend's game. Juan has a policeman's hat. The policeman's coat is blue. The fireman's hat is red. etc.	Use dramatization, pictures, puppets, realia, etc. Ask questions: Whose hat is in the closet? Where is my hat? What is Jose playing with? What does Juan have? What color is the policeman's coat? What color is the fireman's hat? etc.
***	***	
Review possessive noun form; comparative and superlative adjective forms as predicate complements.	Maria's ball is big. Jose's ball is bigger. Juan's ball is the biggest. etc.	
***	***	***
Teach tag answers, affirmative and negative forms.	This is Maria's coat, isn't it? hat, etc. No, it isn't. Yes, it is.	Tag answers are derived from the tag of the question, e.g., *isn't it?* At first ask the question and set it up to elicit first one response, then the other, e.g., No, it isn't. Yes, it is. First the whole group responds, then a small group, then individuals. After much oral practice, individual children ask the question and the group responds. Then individuals respond. Help by giving the model frequently, as needed.
***	***	
Review possessives.	This is my cookie, isn't it? his her etc. No, it isn't. Yes, it is. These are Jane's crayons, aren't they? Jose's etc. No, they aren't. Yes, they are. These are our toys, aren't they? her his their your No, they aren't. Yes, they are.	
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Review question form introduced by *whose*, singular and plural verb agreement; use of *these* and *this*.	Whose crayons are these? pencils boots etc. Whose crayon is this? pencil coat hat etc.	Review *These are Jane's crayons* as a motivation and basis for building the change from statement to question form. Ask the question; class answers; individuals answer; a child asks the question as the class answers; individuals answer. Give the model if needed. Because you wish the children to practice the change in word order from question to statement, the first response should be the full pattern. However, the normal native speaker's response would be just the name of the person; therefore, practice is given in that form as well, e.g., Whose are these? Jane's. Whose crayon is this? Jose's. Stress falling intonation when a question word is used.
***	***	
Drill in contrast.	Whose books are these? Whose hat is this? etc.	
***	***	
Expand sentences by substitution of phrases for *these* and *this*; review personal pronouns and possessive form of nouns.	Whose books are on my desk? his her coat is on the chair? pencil is in the basket? crayons are under Marie's desk? etc.	
***	***	***
Develop use of *can* and *can't* as auxiliaries to express ability.	I can touch the desk. I can't touch the ceiling. My father can drive a car I can't drive a car. I can see the house. (standing at window) I can't see the house. (sitting in seat) Same for you, we, they, Carmen, etc.	Contrast the affirmative with the negative. Illustrate the meaning of the patterns as you demonstrate while saying them. Illustrate the stress pattern by using your hand, e.g., I can touch the desk. I can't touch the ceiling, etc. Children repeat the sentences in chorus, using the proper stress. The class can be divided into two groups; one says: I can touch the desk; the other says: I can't touch the ceiling, using proper stress. The groups can then change parts. Individual children may then make their own substitutions of things they *can* or *can't* do.
***	***	***
Teach question form: short answer shifting from *you* to *I*.	Can I touch the chalkboard? Yes, you can. Can you touch the ceiling? No, I can't. Same for pronouns he, she, they, we. Same for Maria, Jose.	Ask the question at first and help the class to answer: Yes, I can. No, I can't. Point out the change of stress in the short answer, e.g., both *can* and *can't* are stressed. One group asks the question; another answers. The class asks the question; individuals answer; individuals ask and answer each other
***	***	

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Contrast shifting of *you* and *I* with repetition of third person pronoun in responses.	Can he touch the chalkboard? Yes, he can. Can I touch the chalkboard? Yes, you can. Can he touch the ceiling? No, he can't. Can you touch the ceiling? No, I can't. Same contrast with she, they, we.	
***	***	
Develop substitution of third person pronoun for noun.	Can Juan touch the desk? Yes, he can. Carmen she Can Juan touch the ceiling? No, he can't. Carmen she Can Juan and Carmen ______? Yes, they can. No, they can't. etc.	
***	***	***
Teach use of *some* and *any*.	I can see some books on the table. I can see a book on the table. I can see some plants on the windowsill. I can see a plant on the table. Same for: *you, we, they, Maria* etc.	Set up a table with books as children watch, and say: I can see *some* books on the table. Cover all books but one and say: I can see *a* book on the table. Develop the concept of *some* being more than *one*. Build vocabulary with things in room.
***	***	***
Drill use of *can* and *can't* in contrast; introduce *some* and *any*.	I can see some books on the table. I can't see any pens. I can see some pens. I can't see any books. Same for: *you, we, they, Maria* etc.	Set up a table with several books and pens as children watch. Cover pens to hide them from view and ask: What can you see on the table? The children respond in chorus or individually. Ask: What can't you see that is covered? Give the model: I can't see *any* pens. Then ask: What can't you see? The children respond: I can't see *any* pens. Reverse the covered objects and repeat pattern.
***	***	***
Develop use of *some* and *any* with verb *to have*, affirmative and negative form.	I have some pencils. I haven't any pens. I have some cake. I haven't any candy. Same for: *you, they, we* etc.	Use realia, pictures, toys. Allow children to hold objects to illustrate *have* pattern. Those who do not hold the object illustrate the *haven't* pattern.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Review question form, short answer affirmative and negative; use of *do* and *don't* for first, second and third persons of the verb with personal pronouns. Apply use of *some* and *any*.	Do you have some candy? I they Yes, I do. you they I don't have any candy. You They Do you have any candy, Jose? No, I don't. you they	Provide children with objects talked about. Some children will have things; others will not. At first ask the question of the children who have things. They give the short answer. Then say: The children who don't have any candy will please tell me. Help them to give the negative pattern. A child then asks the question as the class replies. Two groups ask and answer each other. Individuals ask and answer each other.
***	***	***
Teach use of *does* and *doesn't* with noun and personal pronoun.	Does John have some paper? he Yes, he does. No, he doesn't. Does Carmen have some paper? she Yes, she does. No, she doesn't. etc.	Review earlier patterns: Does Juan have a ball? Ask the class and set up an affirmative reply. Help with the short response. Then set up a negative response and help with the negative form. Then say: Ask me about Maria. (Help, if necessary.) This is then practiced with substitutions for names and objects.
***	***	***
Review tag answers.	Carmen doesn't have any paper, does she? Juan he No, she doesn't. he Yes, she does. he etc.	
***	***	***
Develop use of past tense of *have* with the first, second, and third person pronouns. Review use of *too* meaning also.	I have some pencils now. Yesterday I had some crayons. Last week You have a ruler today. Yesterday you had a ruler, too. (Day of week) We have a playground period today. Yesterday we had a playground period, too. Last month They have a painting period now. Yesterday they had a dance period. This morning etc.	Build on earlier patterns, e.g., I have a pencil. Set up a situation for a conversation between children, first in groups, then as individuals. First one group uses present tense; the other the past. Groups then reverse roles. Substitution drill will set the pattern. See Oral Pattern Practice Drills. Individuals then hold conversation making own substitutions e.g., Boy: You have a blue dress today. Yesterday you had a green dress. Girl: You have a red tie today. Yesterday you had a yellow tie.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Develop use of third person of the verb for pronouns and nouns.	Maria has a pretty dress today. She Yesterday, she had a pretty dress too. This boy has a pencil today. Yesterday, he had a pen. etc.	Build on earlier patterns: change in third person singular, e.g., I see Maria sees. Identify *has* as a Magic Word. Marcia has a pretty dress. See previous suggested teaching approach.
***	***	***
Teach question form: past tense of *have* using auxiliary *did*: short answer, affirmative and negative.	Did you have a pencil yesterday? I we game period they etc. Maria she Jose he Yes, I did. we they Maria she Jose he No, I didn't. we they Maria she	Base this development on previous pattern: Do you have a pencil? Ask a child who answers (from previous drill): Yes, I do. No, I don't. The children then ask and respond to each other. Then ask the question with the words *did* and *yesterday*. Help the children to reply if they cannot make the analogy to *do* and *don't*. Substitution drills for objects and time words help to make the patterns automatic. See Oral Pattern Practice Drills. Children eventually make their own substitutions as they ask and answer each other.
***	***	***
Drill the affirmative and negative forms.	I had a pencil yesterday. Did I have a pencil yesterday? Yes, you did. I had a cold last month. Did I have a cold last month? Yes, you did. I didn't have a pencil yesterday. Did I have a pencil yesterday? No, you didn't. I had ice cream this morning. Did I have ice cream this morning? Yes, you did. etc.	Use a game situation to make this more meaningful. Begin by saying: See how carefully you can listen. I'm going to tell you something first; then I will ask a question. You won't be able to answer unless you listen to what I tell you. Say the patterns at first; the class answers. One group asks; another answers; individuals say the patterns as the class answers. The children make their own substitution as they say the patterns. After much practice the children may generalize about the use of *had* for the past *statement* and the use of *did have* for a past *question form* (not in technical language).
***	***	***

<table>
<tr><th>LANGUAGE AIM</th><th>SENTENCE PATTERN</th><th>SUGGESTED APPROACH</th></tr>
<tr><td>Teach use of question word <i>where</i> with plural form of verb <i>to be</i>.</td><td>Where are the books?
etc.
There (Here)
The books are there (here).
etc.</td><td>Review patterns: <i>Where's the chalkboard? It's there.</i> In developing the new pattern, ask the question first. Accept the answer: <i>There</i>, because it is a natural, native response. Since you wish the children to practice the statement pattern, say: Tell me about the books. Indicate the answer: <i>The books are there.</i> Substitutions are made for objects. Substitution drills make responses automatic. (See Oral Pattern Practice Drills.)</td></tr>
<tr><td>Substitute a phrase for <i>here</i> or <i>there</i>.</td><td>Where are the books?
In the bookcase.
The books are in the bookcase.

Where are the coats?
In the closet.
The coats are in the closet
etc.</td><td>Drill in use of question and answer:
Where's Maria?
In her seat.
Maria is in her seat.
Where are the children?
In the playground.
The children are in the playground.
etc.

Use realia and pictures. Be sure to elicit the full pattern through the question: Tell me about ________ .</td></tr>
<tr><td>Teach the verb <i>to bring</i>: all persons.</td><td>I bring pencils to school everyday.
We bring ________ .
They bring ________ .

Maria brings ________ .
Jose brings ________ .
He brings ________ .
She brings ________ .</td><td rowspan="2">Review some of the regular verbs already taught. This can be done through a substitution drill; start with a pattern, e.g., I play ball in the yard every day.
<table>
<tr><th>Teacher</th><th>Children</th></tr>
<tr><td>I play ball in the yard every day.</td><td>I play ball in the yard every day.</td></tr>
<tr><td>He</td><td>He plays ball ____ .</td></tr>
<tr><td>We</td><td>We play ball ____ .</td></tr>
<tr><td>They</td><td>They play ball ____ .</td></tr>
<tr><td>Maria</td><td>Maria plays ball ____ .</td></tr>
<tr><td>She</td><td>She plays ball ____ .</td></tr>
<tr><td>Jose is playing ball now.</td><td>Jose is playing ____ .</td></tr>
<tr><td>The girl</td><td>The girl is playing __ .</td></tr>
<tr><td>I</td><td>I am playing ____ .</td></tr>
<tr><td>We</td><td>We are playing ____ .</td></tr>
<tr><td>They</td><td>They are playing ___ .</td></tr>
<tr><td>I played ball yesterday.</td><td>I played ball ____ .</td></tr>
</table></td></tr>
<tr><td>Review the present progressive form of <i>bringing</i>; use all persons.</td><td>I am bringing coca cola to the party.
We are bringing things for the party.
They are bringing candy for the party.</td></tr>
</table>

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
		He He played ball . We We played ball . They They played ball . Maria Maria played . Jose Jose played .
***	***	***
Review past tense. Review agreement in *number* of noun and possessive pronoun.	I brought my pen to school yesterday. He brought his pen to school yesterday. We ___ pens They ___ pens Marie ___ a pen My friend ___ game to my house.	Introduce this past tense with a substitution drill of previous irregular verbs taught. If these have been grouped together as Magic Words or given some other name, *brought* can be identified as belonging to that list. See substitution drill, e.g., Teacher — Children I drink milk every day. — I drink milk every day. *Cue*: now — I am drinking milk now. yesterday — I drank milk yesterday. He — He drank milk yesterday. We — We drank milk yesterday. They — They drank milk yesterday. Maria — Maria drank milk yesterday. Develop the new pattern by asking: What did you bring to school yesterday? Give the answer as a model. Children repeat it in chorus, in small groups, and individually, etc.
***	***	***
Drill in contrast.	I play ____________ . I bring ____________ . He plays ____________ . He brings ____________ . We played ____________ . We brought ____________ . etc.	Devise a game: Jose pantomimes a daily action and says: I play ball every day. The class then says: He plays ball every day, etc.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Develop question form with *what.*	What did you bring to school this morning? I brought ______ . What did Juan bring ______ ? He brought ______ . What did we bring ______ ? We brought ______ . What did they bring ______ ? They brought ______ .	Use the dialogue previously described to make the patterns more meaningful, e.g., Teacher: Jose, what did Juan bring to school this morning? Jose: I don't know. Teacher: Please ask him. Jose: What did you bring to school this morning, Juan? Juan: I brought ______ . Jose (to class): He brought ______ .
***	***	***
Teach *yes* *no* questions and responses.	Did you bring your pencil? Yes, I did. No, I didn't. Did Jose bring something to the party? Maria Yes, he did. she No, he didn't. she Did they bring things for the party? Yes, they did. No, they didn't. Did we all bring things ______? Yes, we did. No, we didn't.	Teacher asks questions; class replies. One group asks questions; one group replies. Groups exchange roles; individual children ask and reply to each other. Indicate group for *they;* exclude speaker. Include speaker in *we.*
***	***	***
Review past tense; irregular verbs taught; apply question form introduced by question words.	What did you see yesterday? this morning? etc. I saw a ______. Where did you go this morning? etc. I went to ______ . What did you drink for lunch yesterday? I drank ______ . What did you bring to the party? I brought ______ . etc.	Build content vocabulary. At first ask the question and call on individuals to answer. Help with the verb form, if necessary. After many children have been given an opportunity to answer, call on a child as the class asks the questions. Help, if necessary. After many children have had opportunities to answer questions put by class, individuals have a conversation; perhaps a dialogue can be worked out, e.g.,

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
		First child: I went to a party yesterday. Second child: Did you have a good time? First child: Oh, yes, I did. Second child: What did you play? First child: I played games with my friends. Second child: What did you eat? First child: I ate candy and cake. Second child: Did you bring a present? First child: Yes, I did. Second child: What did you bring? First child: I brought a game for my friend. This can be worked out with four or five children, each asking a question or answering. Children then change parts so that they get practice in all patterns.
***	***	***
Teach the place of *and* in a series of things.	What did you bring to school today, Jose? I brought a pen, a pencil, and a book. Maria, what did Jose bring to school today? He brought a pen, a pencil, and a book. What did we bring to school today? We brought a hat, a coat, a scarf, and boots. What did they bring __________ . They brought __________ . etc.	Introduce by starting with the question: Teacher: What did you bring to school today, Jose? Jose: I brought a pen. Teacher: What else did you bring? Jose: I brought a pencil. Teacher: Anything else? Jose: I brought a book. Teacher: You can tell it all in one sentence this way: I brought a pen, a pencil, and a book. Jose: I brought a pen, a pencil, and a book. Group (in chorus): I brought a pen, a pencil, and a book. Ask questions. Help Jose to give the proper pattern in his answer. Call on many children to give the answer pattern. Build content vocabulary through realia or pictures of things whose names the children should learn. A game can be made out of using many words in a series, putting the *and* before the last. Many verbs can be used. For example looking at a picture, a child says: I see a dog, a cat, a man, and a house. The class

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
		repeats the series as the child points to the series in the picture. The class says: He sees ______, ______, and ______. This must be developed by practice. In using the *and* in series of varying size, the children may be led to making a generalization.
***	***	***
Teach request pattern with *bring:* contrast *a* and *the*.	Bring a book to Jose. Bring the book on the desk to Maria. Bring a pencil to me. Bring the first book on the shelf to Hilda. Bring a book from the bookcase to me. etc.	At first give the request and have the children carry out the action. Say: Tell me what you did. The child replies: I brought the book on the desk to Maria, etc. After hearing your model many times, children make the request of each other and respond to it. They discuss the difference between *a* and *the*. A substitution drill will help to make the pattern automatic. See substitution drill in Oral Pattern Practice Drills. Finally, children make their own substitutions.
***	***	***
Review present progressive; expand patterns with clause.	Maria is walking to the table while we are watching. Helga is jumping rope while we are watching. Juan is singing while we are listening. speaking. etc.	Start with a review of present progressive, e.g., I am walking; he is walking, etc., in a quick drill situation. Expanded patterns are dramatized with single child and class. Teacher (as action is carried on): Maria is walking to the table. We are watching. We can say that in one sentence. Listen. Maria is walking to the table while we are watching. The class gives the pattern with your help, as a child performs the action. Stress and intonation should be emphasized. If help is needed in this area, drill starts from the end of the pattern, e.g., *while we are watching* (with falling intonations); *to the table* (with rising intonations); *to the table* while *we are watching* (using the rising and falling intonations drilled); *walking* to the table while we are watching; *is* walking to the table while we are watching; *Maria* is walking to the table while we are watching.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Develop past progressive with the auxiliary *was* or *were* in agreement with pronouns.	Maria was walking to the table. She Jose He We were Maria was dancing. She Jose He We were Helga and Jose were jumping.	Develop this pattern by building on present progressive. Review *Maria is walking to the table*, while Maria is performing the action. When Maria resumes her seat, ask: What was Maria doing *before* she went to her seat? Stress the element of time. Help the children to answer: *She was walking to the table.* Then say: Tell me about Maria. The children then respond: *Maria was walking to the table.*
***	***	***
Expand pattern; tense agreement; third person singular.	Maria was walking to the table while we were watching. Jose was speaking while we were listening. etc.	Use same procedure as above. The tense agreement can be brought out by drilling in contrast, e.g., Maria *is walking* to the table while we *are watching.* Maria *was walking* to the table while we *were watching* etc. Use irregular ones already drilled.
***	***	***
Teach first person singular pronoun.	I was walking to school yesterday while it was raining. I was playing in the yard yesterday while my friend was watching. etc.	Present the pattern as a past experience. Children then practice the pattern. Be careful to use those verb forms which have been previously taught. Drill in contrast for verb agreement as described in preceding development.
***	***	***
Introduce first and third person plural pronouns.	We were playing in the yard yesterday while the principal was watching. They were dancing yesterday while the music was playing. Maria and Jose were dancing while the music was playing. etc.	Use procedure as in previous development. Indicate group, including speaker for *we*; exclude speaker from group for *they*.
***	***	***
Teach second person singular and plural use of *you*.	You were talking while the class was listening. You were listening while I was talking. etc.	Indicate *a* person for *singular*, a group for *plural.*
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Drill in contrast.	I am playing with my games now. I was playing with my games yesterday. We are reading our books now. We were reading our books last week. Maria is dancing now. Maria was dancing this morning. Juan is singing while we are listening. Juan was singing while we were listening. Same for they, he, she. etc.	Use transformation drills to make these automatic. Expand theme, e.g., I am playing with my games now while you are watching. I was playing with my games yesterday, while you were watching. Juan was singing while we were listening. After much drill, children may make a generalization (if they are sufficiently mature) about the verb tense agreement, or you may lead them to a generalization if you feel they are ready for it. (Do not use technical terms.)
***	***	***
Develop expanded patterns using comparative form of adjective. Introduce use of *than* in comparative form. Build content vocabulary.	This book on the desk is bigger *than* that one on the table. pencil crayon truck in the street in the picture can on the shelf on the desk etc.	Review comparative forms taught. Set up objects of different sizes or pictures of things of different sizes for comparative forms. Ask *where* to elicit phrases: on the desk on the table This and the following developments can grow out of nonnumerical math lessons.
***	***	***
Review possessive form of nouns.	John's coat is bigger than Juan's. Juan's coat is longer than John's. Maria's pencil is longer than Jose's. John's coat is bigger than Juan's because John is bigger. etc.	Have children try on coats. Apply clauses beginning with *because* in answer to *why*. Have children compare length.
***	***	***
Review possessive pronouns.	My paper is longer than yours. His paper is longer than mine. Your paper is longer than his. Our line is longer than theirs. etc.	Have children actually compare objects by measuring or estimating whatever you wish to stress. Give the model many times while children listen. Children then repeat the model.
***	***	***
Substitute noun subjects for pronouns.	Juan is taller than Maria. shorter The teacher is taller than Jose. My father is taller than my mother. etc.	Use this as an outgrowth of annual Health Day checkups. The comparatives *heavier, healthier,* etc., can also be used.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Review question form with *is;* review possessive pronouns.	Is this book bigger than that one? Yes, it is. No, it isn't. Is John's coat longer than Jose's? Yes, it is. No, it isn't. Is my paper longer than yours? his mine? your his? our line theirs? Yes, it is. No, it isn't.	Apply these patterns and the ones immediately preceding these in content areas, e.g., The Indian brave is taller than the squaw. Air is lighter than water. New York is bigger than San Juan. Puerto Rico is a wider island than Manhattan. etc.
***	***	***
Introduce the question word *which.*	Which book is bigger? This one or that one? This one (touching book). That one (pointing). This book is bigger. That book is bigger. etc.	Ask the question, first using realia and pictures. The children answer with short form. Then point to the bigger book and say: *Tell me about this. This book is bigger* is then a natural response. Substitute other comparative adjectives. Apply to content area. After the teacher models the question many times, the children imitate the model.
***	***	***
Teach the superlative form of adjectives, statement form.	This book is the biggest. rock crayon chair etc. John's book is the biggest. Maria's coat is the longest. Helga is the tallest. My rock is the heaviest. I'm the oldest. etc.	Set up objects that illustrate *bigger* and the *biggest.* Review the pattern, *This book is bigger,* by holding up two books and asking: Which book is bigger? Then show three books and ask: Which book is the biggest? Do the same for: the longest the tallest the heaviest the oldest etc.
***	***	***
Review patterns applying comparative and superlative adjectives.	Bring me a bigger book. Give John the heaviest book on my desk. etc.	Substitute content words from curriculum areas: math, science, social studies, map study, etc., e.g., which is the biggest ____________? longest ____________? highest ____________? etc.
***	***	***

<table>
<tr><th>LANGUAGE AIM</th><th>SENTENCE PATTERN</th><th>SUGGESTED APPROACH</th></tr>
<tr>
<td>Develop expanded pattern with clause beginning with when.</td>
<td>I carry my books when I come to school.

I play with my friend when I see him in the playground.

I help my mother when I come home from school.
etc.</td>
<td>Introduce by combining two basic patterns:
I carry my books.
I come to school.
Have pupils combine the two sentences by asking: When do you carry your books? Children answer: When I come to school. Ask: Can you make one sentence out of these two by using the word that introduces the question? Children are helped to respond with the pattern: I carry my books when I come to school. Drill with other familiar verbs, e.g.,
<table>
<tr><th>Teacher</th><th>Children</th></tr>
<tr><td>I walk with my friend when?</td><td>I walk with my friend when I see him in the street. (They repeat entire sentence.)</td></tr>
<tr><td>I buy food at the supermarket when?</td><td>I buy food at the supermarket when I come home from school. (They repeat entire sentence.)</td></tr>
<tr><td>etc.</td><td></td></tr>
</table>
Teacher asks individual children to make own substitutions, e.g.,
<table>
<tr><th>Teacher</th><th>Children</th></tr>
<tr><td>I help my mother when?</td><td>I help my mother when she needs me. (He repeats entire sentence.)</td></tr>
<tr><td>etc.</td><td></td></tr>
</table>
</td>
</tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
<tr>
<td>Teach shifting position of adverbial clause.</td>
<td>When I come to school, I carry my books. (See previous development.)
etc.</td>
<td>Drill, using alternate position for the adverbial clause introduced by when. Stress rising intonation at end of clause when it is at beginning of a sentence.</td>
</tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
</table>

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Teach adverbial clauses introduced by a variety of words; use clauses in varying positions (before or after the main clause); review verbs and agreement of personal pronouns with nouns they replace.	As I walked along the street I saw my friend. Helen skates in the park every day if she isn't sick. plays tired etc. I put my book where I can see it. Adela puts her book where she can see it. We, they, you, she, he, etc.	
***	***	***
Introduce verb *to give*, present progressive tense, first and third persons singular.	I'm giving the pencil to Juan. crayons books He's giving the pencil to Juan. She's Carmen is giving ______ . Juan is giving ______ . etc.	Pantomime the action as you say the pattern to furnish a model. Children then carry out the action as they say the patterns. The class then says the patterns as a boy, then a girl then Carmen, then Juan enact the action. A group enacts the action as another group says the pattern; individuals enact the action as other individuals give the pattern.
***	***	***
Teach second person singular and third person plural.	You're giving John a pencil now. We're giving money to UNICEF today. They're etc.	Introduce this by giving John a pencil as you say: I'm giving John a pencil. Ask Susanne to tell what you are doing as you repeat the action. Help Susanne to say: You're giving John a pencil. This is repeated by having a child carry out the action using *I'm giving* pattern and reenacting the pattern as the class says: *You're giving.* Content vocabulary can be built with substitution drill. Use group action for *we're* and *they're.*
***	***	***
Teach simple present (habitual) tense, first and second persons singular and third person plural.	I give my mother a hug every morning. You give your mother a hug every morning. We give money to UNICEF every year. They etc.	Stress this pattern for representing an ongoing activity for a specific time element. Substitution drills will build content vocabulary and make the pattern automatic. See Oral Pattern Practice Drills.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Continue with third person singular nouns and pronoun.	Maria gives her mother a big hug every morning. She Jose gives money to UNICEF every year. He etc.	A generalization may be made about adding *s* to the verb for third person singular nouns and pronouns as in *plays, jumps, eats, drinks,* etc.
***	***	***
Expand with time clause.	I give my friend candy when he comes to see me. We give a chair to visitors when they visit our classroom. They give money to UNICEF when it's Halloween. You give Maria gives candy to her friend when she comes to see her. She Jose He	After much practice during which you have helped with models, children make up their own patterns to express their ideas. See drill described for introducing clauses in previous development.
***	***	***
Review verb *to be:* first and second persons in present and past tenses, statement form, interrogative form.	I'm a pupil in this class. Am I a pupil in this class? You're a pupil in this class. Are you a pupil in this class? I was playing ball in the yard. Was I playing ball in the yard? Same for you	All questions are answered. Teacher models; children repeat, e.g., Yes, you are. No, you aren't. Yes, I am. No, I'm not. Yes, you were. No, you weren't. Yes, she did. No, she didn't. etc.
***	***	***
Review irregular verbs, all persons; nouns and pronouns; past tense.	Elise saw the play in the auditorium. She Did Elise see the play in the auditorium? she Juan went to the movies. He Did Juan go to the movies? he Hilda drank milk for lunch. She Did Hilda drink milk for lunch? she	See previous development. After much practice and automatic control, the children can generalize about the change of verb form from the statement to the question (not in technical terms) in past tense, e.g., Teacher — Children Elsie *saw* — *Did* Elsie *see* Juan *went* — *Did* Juan *go* etc.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Pierre ate his lunch in school. Did Pierre eat his lunch in school? Carmen brought her lunch to school. Did Carmen bring her lunch to school? Henry gave his sister some help with math. Did Henry give his sister some help with math? Same for first, second, and third persons: singular and plural, nominative and objective	
***	***	***
Review irregular verbs, present tense, first, second, and third persons.	I go to the movies every week. Do I go to the movies every week? You go to school every Monday. Do you go to school every Monday? Jose goes to the playground every day. He Does Jose go to the playground every day? he Maria goes .... She Does Maria go .... ? she	Use conversion drills. Do the same for other irregular verbs taught, e.g., *see drink, eat bring, give,* etc.
***	***	***
Teach interrogative form of *to give:* first, second and third persons, singular and plural.	I give my mother a hug every day. Do you give your mother a hug every day? Yes, I do. No, I don't. etc. Same for We Do we They Do they	Introduce this by saying: What do you give your mother every day, Helen? Then ask the question as the child answers. Yes, I do. No, I don't.
***	***	***
Introduce past tense: first and third persons.	I gave John the pencil. He She Elise Antonio	Perform the action as you say: I'm giving John the pencil. After the action is completed, ask, What did I do? Give the model. I gave John the pencil. The children repeat. Carry on the procedure as above.
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Continue with second person singular and third person plural.	You gave John the pencil We gave money to UNICEF. They etc.	Use the same procedure as susggested for previous development, changing *I gave* to *you gave*. Build content vocabulary through substitution drills. After much practice, the verb form *gave* may be identified as belonging on the Magic Word list in contrast to *played, jumped, danced,* etc.
Drill in contrast.	I'm giving . . . . You gave . . . . Carmen gave. . . . . etc.	
Review interrogative forms; verb *to be* and as auxiliary: third person, present tense; past tense.	Maria is a pupil. She Is Maria a pupil? she Maria and Jose are pupils. They Are Maria and Jose pupils? they Jose was playing ball. He Was Jose playing ball? he Maria and Jose were playing ball. They Were Maria and Jose playing ball? they	Use conversion drill for automatic control. See examples of Oral Pattern Practice Drills.
Review irregular verbs: all persons; nouns and pronouns, past tense.	Elise saw the play in the auditorium. She Did Elise see the play in the auditorium? she Juan went to the movies. He Did Juan go to the movies? he Hilda drank milk for lunch. She Did Hilda drink milk for lunch? she	See previous development. After much practice and automatic control, the children can be led to a generalization about the change of verb form from the statement to the question in past tense (not in technical terms), e.g., Teacher — Children Elsie *saw* — *Did* Elsie *see* Juan *went* — Did Juan *go* etc.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Pierre ate his lunch in school. Did Pierre eat his lunch in school? Carmen brought her lunch to school Did Carmen bring her lunch to school? (Same for first, second, and third persons, singular and plural.)	
***	***	***
Develop interrogative form of *give,* past tense; first, second, and third persons.	I gave Maria a pencil. Did I give Maria a pencil? (you, we, they, she, he) etc.	Review patterns in previous development. Make the statement and ask the children to change it into a question. If children cannot make the analogy to other irregular verbs, give the model, children then imitate the model.
***	***	***
Drill progressive form: all persons, past and present tenses.	Carmen is going to the movies now. Is Carmen going to the movies now? Juan was going to play ball yesterday. Was Juan going to play ball yesterday? I'm giving a pencil to Antonio. Am I giving a pencil to Antonio? You're talking softly. Are you talking softly? etc.	Use conversion drills. If children are sufficiently mature, and after much practice, they may be led to make a generalization about the change in word order from the statement to the interrogative form, e.g., Carmen *is* going. *Is* Carmen going? Carmen *is* going to the movies *Is* Carmen going to the movies?
***	***	***
Develop use of *will* as an auxiliary to the verb to express future time; pronouns of first, second, and third persons.	I play ball in the yard every day. I played ball yesterday. I will play ball tomorrow. I'll You play ball every day. You played ball yesterday. You will play ball tomorrow. You'll (Same for *we, they,* etc.)	Introduce with review of familiar patterns for present progressive and past progressive. Substitutions can be made for activities and time expression, e.g., all the time, last Monday, last week, month, etc.; and for future, next week, month, this coming Wednesday, Christmas holiday, etc.
***	***	***
Continue with nouns and pronouns of third person.	Jose plays ball in the yard all the time. He Jose played ball yesterday. He Jose will play ball tomorrow. He'll Maria She'll My friend etc.	
***	***	***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Expand pattern.	I'll play ball tomorrow after school I'll play ball this afternoon when I go to the playground. Juan will paint at the easel when his turn comes. He'll Hilda She'll etc.	Review substitution of regular and irregular verbs previously taught.
***	***	***
Develop interrogative form.	Juan will play ball after school. Will Juan play ball after school? I'll play checkers with my friend tonight. Will I play checkers with my friend tonight? We'll walk downstairs quietly at lunchtime. Will we walk downstairs quietly at lunchtime? Our teacher will give us a party next week. Will our teacher give us a party next week? etc.	Review past interrogative, e.g., Maria is here. Is Maria here? You can touch the top of the bookcase. Can you touch the top of the bookcase? A quick conversion drill would accomplish this. See Oral Pattern Practice Drills. Try to elicit the interrogative form of the sentence: Juan will play ball after school. The children may be able to make the analogy to the interrogative sentences given. If not, supply the model.
***	***	***
Continue interrogative and develop short answer: *negative* of will.	Will you go to the supermarket next Saturday, Juan? Yes, I will. No, I won't. Will we play ball in the yard this afternoon? Yes, we will. No, we won't. Will Hans bring his baseball glove tomorrow? Yes he will. No, he won't. Will they go swimming tomorrow? Yes they will. No, they won't.	Set up a question that can be answered in the negative and give the model. Make substitutions: review verbs already taught: build content vocabulary. Use third person patterns. Use the dialogue described earlier in these patterns, e.g., Teacher: Ask Juan if he will eat rice tonight Antonio. Antonio: Will you eat rice tonight Juan? Juan: Yes, I will. No, I won't. Antonio: No, he won't. Yes he will. He'll eat rice. etc.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	Will he eat rice tonight? she Yes, he will. she No, he won't. she	
***	***	***
Expand use of negative of auxiliary *will.*	I'll walk to the window. I won't walk to the door. I won't sit on the chair. I'll sit under the table. Carmen will go the movies. She won't go to the library. You'll run to the front of the room. You won't run to the back. etc.	Work this out as a game. Ask: Will you walk to the door or to the window, Maria? Maria then makes a choice and says (with help if necessary): I'll walk to the window. I won't walk to the door. The class then says: Maria will walk to the window. She won't walk to the door. Maria then performs the action. For a review of tense, the class could say *as* Maria performs the action: Maria is walking to the window. She isn't walking to the door. This can be adapted to suit all persons of the verb.
***	***	***
Expand pattern with clause introduced by *who* modifying predicate complement. Review third person singular, present tense. Use *one* as replacer for noun.	I am the boy who plays on your team. girl one You are the girl who helps me with my work. boy one She is the girl who looks so pretty every day. one He is the boy who looks so neat every day. one	Use verbs already drilled; dialogues can be developed to make these patterns meaningful.
***	***	***
Continue with past tense.	I was the boy who played on your team yesterday. girl one Columbus was an explorer who discovered America long ago. The Indians were people who lived here long ago. etc.	Conversion is made from present tense of first sentence in the previous development to past tense of first sentence in this one. Social studies content words can be employed with these patterns, e.g., Indians were people who hunted and fished for their food, etc.
***	***	***

<table>
<tr><th>LANGUAGE AIM</th><th>SENTENCE PATTERN</th><th>SUGGESTED APPROACH</th></tr>
<tr>
<td>Review can as auxiliary: statement and question forms; use of too meaning also.</td>
<td>I can speak Spanish.
Can you speak Spanish, Jose?
Yes, I can.
I can speak Spanish too.
Can Maria speak Spanish?
Jose
Yes, she can.
he
She can speak Spanish too.
He
Can we play games in the yard?
(Indicate entire group.)
Yes, we can.
We can play games in the yard.
Can they play games in the yard?
(Indicate a small group within the group, who do not answer.)
Yes, they can.
They can play games in the yard too.</td>
<td>Use dialogue.
Teacher: Can Maria speak Spanish, Jose?
Jose: I don't know.
Teacher: Please ask her.
Jose: Can you speak Spanish, Maria?
Maria: Yes, I can.
Jose: Maria can speak Spanish.
Use other verbs with auxiliary can.</td>
</tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
<tr>
<td>Expand sentences with clauses joined by and; review use of too meaning also.</td>
<td>I can speak Spanish, and Maria can too.
Jose can play ball, and Juan can too.
Carmen can paint pictures, and I can too.
We can go to the gym, and other classes can too.
My friend can play the piano and I can too.
They can sing, and we can too.
We can dance, and they can too.
I can paint, and Maria can too.
etc.</td>
<td>Introduce by reviewing above patterns in quick drill.
Ask: Can anyone tell me how I can make one sentence out of these?
I can speak Spanish.
Maria can speak Spanish.
Try to elicit the pattern from the children; if not, give the model; have children repeat it:
I can speak Spanish and Maria can speak Spanish too. Discuss the meaning of can in the second part of the sentence: I can speak Spanish and Maria can too.
Divide the group into two groups; one says the pattern with they while the other listens. The groups then exchange parts.
A conversion drill will help make the pattern automatic, e.g.,
<table>
<tr><th>Teacher</th><th>Children</th></tr>
<tr><td>Maria can dance.
Jose can dance.</td><td>Maria can dance, and Jose can too.</td></tr>
<tr><td>Juan can speak Spanish. Maria can speak Spanish.</td><td>Juan can speak Spanish, and Maria can too.</td></tr>
</table></td>
</tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
</table>

<table>
<tr><th>LANGUAGE AIM</th><th>SENTENCE PATTERN</th><th>SUGGESTED APPROACH</th></tr>
<tr>
<td>Continue expanded patterns: clauses joined by but; review can and can't.</td>
<td>Can Mike speak Spanish?
No, he can't.
Mike can't speak Spanish.
Can Juan speak Spanish?
Yes, he can.
Juan can speak Spanish.
Can you speak Spanish, Mary?
No, i can't.
etc.
Juan can speak Spanish, but Mike can't.
Mary can't speak Spanish, but Juan can.
Carmen can play the piano, but Luz can't.
Angelina can draw pretty pictures, but Miss ______ can't.
etc.</td>
<td>Review use of can and can't.
The teacher asks the question first; the children answer back: No, he can't, etc. When the teacher wants the complete pattern, she asks: Tell me about Mike.

Use the same approach as described for patterns with and between clauses. Discuss the use of but for joining two* different ideas, e.g.,
Juan can speak Spanish.
Mike can't speak Spanish.
Juan can speak Spanish, but Mike can't.
A conversion drill will help make this automatic, e.g.,
<table>
<tr><th>Teacher</th><th>Children</th></tr>
<tr><td>Juan can speak Spanish. Mike can't speak Spanish.</td><td>Juan can speak Spanish, but Mike can't.</td></tr>
<tr><td>Maria can't dance. Jose can dance.</td><td>Maria can't dance, but Jose can.</td></tr>
</table>
etc.
See Oral Pattern Practice Drills.</td>
</tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
<tr>
<td>Drill above patterns in contrast.</td>
<td>Maria can speak English, and Juan can too.
Jose can ride a bicycle, but Maria can't.
Angel can speak Spanish, and Carmen can too.
Mike can't play the piano, but Angelita can.
etc.</td>
<td>After much practice in having the children tell what they can and can't do, a conversion drill will help to make the patterns automatic, e.g.,
<table>
<tr><th>Teacher</th><th>Children</th></tr>
<tr><td>Maria can speak Spanish. Juan can speak Spanish.</td><td>Maria can speak Spanish, and Juan can too.</td></tr>
<tr><td>Jose can ride a bicycle. Carmen can't ride a bicycle.</td><td>Jose can ride a bicycle, but Carmen can't.</td></tr>
</table>
etc.
See Oral Pattern Practice Drills.
A generalization may be made about and and but.</td>
</tr>
<tr><td>***</td><td>***</td><td>***</td></tr>
</table>

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Teach tag structure and answers. ***	Maria can skate, can't she? Yes, she can. No, she can't. Jose can't ride a bicycle, can he? Yes, he can. No, he can't. I can speak Spanish, can't I? No, you can't. Yes, you can. (Same for *you, we, they*, etc.) ***	First the teacher asks the question and children answer; group asks questions; other groups answer; individuals ask questions; individuals answer. After much experience with oral practice, a generalization may be made about tags, e.g., I can– can't I? He can't– can he? etc. ***
Expand pattern with clause introduced by *who*, the clause modifies the subject. ***	The boy who took the bicycle rode away. Maria, who is in my class, is a lovely girl. Jose, who can speak Spanish, is a brave boy. My mother, who works all day, cooks supper at night. My grandmother, who lives in Puerto Rico, writes letters to me. Many explorers who came to the New World were Spanish. Children who come to New York from other countries learn to speak English. etc. ***	Explain the position of the clause as being next to the word it tells something about. Review the pattern previously taught, e.g., He is the boy *who looks neat every day.* Elicit what word the clause tells about. If necessary, help pupils to understand that the clause tells about *boy;* therefore it follows *boy.* Illustrate the change by changing the position of *boy* in the word order, e.g., The boy *who looks neat every day* is in my class. Substitution drills may be used to build vocabulary and practice the pattern, e.g., Teacher: The boy who took the bicycle rode away. Cue: candy ran Children: The boy who took the candy ran away. Teacher: Maria, who is in my class, is a lovely girl. Cue: group smart Children: Maria, who is in my group, is a smart girl. etc. ***

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
Introduce clause beginning with *if*; contrast with *when*.	If I finish my homework, I can go to the movies. When I finish my homework, I will go to the movies. If Jane goes to the movies, I can go too. When Jane goes to the movies, I'll go too. If you see Charles, will you give him this book? When you see Charles, will you give him this book?	Explain the difference between *if* and *when*, e.g., *if* indicates something that may or may not happen; for example, *If* you are a good boy, I'll give you candy. Suppose you are bad, will you get the candy? No, only *if* you are a good boy; you may never get candy. *When* you are a good boy, you will get candy, means you will get candy *at the time* that you are a good boy. *If* sets a condition; *when* sets a time.
Review patterns: drill intonation and stress in relation to change in meaning.	Does Angelina *like* to eat carrots? Yes, she *likes* carrots. Does Angelina like to eat *carrots?* No, she likes to eat *bananas.* *Does* Angelina like to eat carrots? Yes, she does. No, she doesn't. Do you want to go to the movies *tonight?* No, I want to go *Saturday* night. Do you *want* to go to the movies tonight? No, I *want* to do my homework. Do you want to go to the *movies* tonight? No, I want to play *bingo.* etc.	Explain to the children that when *like* is stressed it means does she like or dislike carrots; when *carrots* has the stress, it means does she like carrots or something else; when *does* is stressed, it means does she or doesn't she like to eat carrots. The meaning is changed by the word you stress. Your voice rises at the end of a question and falls if you tell something.
Review clauses introduced by *if* and *when*; practice alternate place in word order.	If I have a headache, I take an aspirin. I kiss my mother when she comes home from work. I carry packages at the supermarket if I want to earn money. When I want to earn money, I carry packages at the supermarket. etc.	Have a quick review of patterns with *if* and *when* clauses at beginning of sentence, e.g., If I finish my homework, I can go to the movies, etc. Take the above sentence and say: I can go to the movies if I finish my homework. Ask: Does the meaning change when I put the *if* part at the end? Do the same with a *when* clause. Elicit the generalization that *if* and *when* parts of the sentence can come at beginning or end.
Teach the use of the pronoun to replace the noun and the agreement of noun and pronoun.	*Columbus* discovered Puerto Rico when *he made* a second voyage. When *Columbus* made a second voyage, he discovered Puerto Rico. *My mother buys* us new clothes *if she has* money.	After many experiences with oral practice of clause at beginning and end of sentences, have a conversion drill. Explain what the children are to do, e.g.,

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
	If my mother has money, *she buys* us new clothes. etc.	Teacher: I can go to the playground *when I finish my homework.* Children: *When I finish my homework,* I can go to the playground. etc. Review need for having antecedent precede pronouns. (Do not use technical terms.)
***	***	***
Teach clause introduced by *because.*	I do my homework every day because I want to be smart. I have fun in the playground because I meet my friends. You are a good friend because you help me. They are playing punchball because they are in the gym. We are having a party because it is Christmas. etc. Because I want to be smart, I do my homework every day. Because I meet my friends, I have fun in the playground. etc.	Review clauses introduced by *if* and *when.* Review difference in meaning, e.g., *if* sets forth a condition; *when* sets time. Introduce clause beginning with *because* by eliciting that the word *because* introduces a reason. Try to elicit the possibility of changing the order of the clause, after much practice in one position. If pupils do not draw the conclusion on their own, ask them to try changing it and see if the meaning changes.
***	***	***
Teach the double auxiliary *have, had* for ongoing past.	I'm having fun in the playground now. I have fun in the playground every day. I had fun in the playground yesterday. I have had fun in the playground since I was a little boy. girl. I have had many experiences since I came to New York. You have had good marks since you came to this class.	Use time words to indicate tenses: immediate present; habitual past; continuing past.
	We have had math every day since September. They have had English lessons since they came to New York. etc.	Indicate that the entire group is included in *we.* Indicate a small group within the group for *they.* Exclude the small group from repeating the pattern.

LANGUAGE AIM	SENTENCE PATTERN	SUGGESTED APPROACH
		Replace the children in the small group in order to give all children an opportunity to repeat the pattern. Children should realize that *they* excludes the speaker.
***	***	***
Develop irregular verb *to take*: all tenses and persons.	Take a pencil from my drawer Hilda. Hilda is taking a pencil from your drawer. Hilda took a pencil from your drawer. Hilda takes a pencil from your drawer when you tell her to. Take a pencil from my drawer tomorrow morning, Hilda. Hilda will take a pencil from your drawer tomorrow morning. What was Hilda doing while we were watching her? Hilda was taking a pencil from your drawer.	Begin with the present progressive because it can be pantomimed. Give the command form. While the child is carrying out the command, ask the class to tell what the child is doing. Children who have had much practice with the use of the auxiliary and verb to express the continuing present will make the analogy here. If not, give the model. When the action is completed, ask: What did Hilda do? (Help the class with the past tense pattern.) To elicit the habitual pattern, ask: What does Hilda always do? *Hilda takes.* Give a command for tomorrow and ask: What will Hilda do tomorrow? Substitutions are made for content words, e.g., Take your book to the bookcase, John. Drill the tenses in contrast to the past tense, using words to indicate time element: *now, yesterday, always,* or *every day.* John is taking ______________ now. John took ______________ yesterday. John takes ______________ every day. John took ______________ last week. John will take ____________ tomorrow. John was taking ________ last Monday. See substitution drill. After much practice, children can include the verb *take* in their Magic Word list.
***	***	***

SUPPLEMENTARY MATERIALS

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Supplementary Materials

RATING ORAL LANGUAGE ABILITY

The language development of children learning English as a second language is rated by the teacher according to the scale from the Puerto Rican Study Report.[5]

SCALE FOR RATING PUPIL'S ABILITY TO SPEAK ENGLISH

Enter for each pupil the letter A, B, C, D, E, F corresponding to his estimated ability to speak English in the classroom, defined as follows:

A – Speaks English, for his age level, like a native – with no foreign accent or hesitancy due to interference of a foreign language.

B – Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.

C – Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English, and therefore, speaks hesitantly upon occasion.

D – Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.

E – Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.

F – Speaks no English.

The expected outcomes listed for each grade in this handbook can serve as a guide for evaluating achievements and relating them to the above scale. This is particularly significant for the C, B, and A designations that use as a comparison typical native pupils of like age.

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[5] Board of Education of the City of New York, *Puerto Rican Study Report* *Oral Language Ability Rating Scale* (New York: The Board, 1958), p. 169.

Supplementary Materials

SOUND PRODUCTION EXERCISES

Sound production plays a part in the teaching and learning of English as a second language. Its practice is included in the format of the Special Language Lesson and therefore in the teacher's plans for those lessons. Because it is fully treated in the section on speech in the *Handbook for Language Arts: Grades Three and Four*, there is no need to repeat it here. However, the exercises that follow can be helpful to Spanish-background children who frequently have difficulty with the production of the sounds incorporated in the rhymes. These exercises give enjoyable practice once the more detailed method of the production of these sounds has been established. While the rhymes themselves are more appealing to young children, older ones can have fun with them in order to perfect the sounds they find difficult.

The teacher may use the rhymes as jingles or create an activity suitable to the age level of the children.

RHYTHMS, RHYMES, AND RHYTHMIC ACTIVITIES [6]

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These rhythms, rhymes, and rhythmic activities have not been planned to be used as skill development lessons but rather to provide a fun way of extra practice in developing phonetic distinctions and differentiations of sounds that create a conflict for Spanish-speaking children who are learning English as a second language. They are to be used as reinforcement activities at any time—in the classroom, on the playground, during rest periods, and wherever an opportunity may present itself. They are to be used as supportive activities with other audio-lingual work to attack special difficulties which the Spanish-speaking children experience.

The overall objective of these rhythms, rhymes, and rhythmic activities is to help the children reach the point where they will be able to identify, discriminate, and reproduce in spontaneous speaking the following problem sounds:

1. *sh* and *ch*
2. *s* and *z*
3. *th* (voiced and unvoiced)
4. *b* and *v*
5. *e* and *i*

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[6] Josephine E. Valencia, *Rhythms, Rhymes and Rhythmic Activities* (San Antonio, Tex., 1965) Mimeographed.

SKILL NO. 1

Objective

To identify, discriminate, and reproduce in spontaneous speaking the *sh* and *ch* sounds.

Chico Charlie

Chico Charlie loves to cha-cha
With his favorite muchacha.
He won't change his partner fair
'Til they sit down on a chair.
Cha, Cha, Cha! Cha, Cha, Cha!
Cha, Cha, Cha, Cha, Cha, Cha, Cha!

Sheila Shirley and Eloy
Shuffle softly with much joy.
'Round and round they shuffle lightly
'Til he sits her down politely.
Shoo, Shoo, Shoo! Shoo, Shoo, Shoo!
Shoo, Shoo, Shoo, Shoo, Shoo, Shoo, Shoo!
Sh, Sh, Sh! Sh, Sh, Sh!
Sh, Sh, Sh, Sh, Sh, Sh, Sh!

See the pupils dance in time
To this Shuffle-Cha Cha rhyme.
You can tell with one quick glance
That each pupil loves to dance!
Cha, Cha, Cha! Cha, Cha, Cha!
Shoo, Shoo, Shoo, Shoo, Shoo, Shoo, Shoo!
Ch, Ch, Ch! Ch, Ch, Ch!
Sh, Sh, Sh, Sh, Sh, Sh, Sh!

The Choo-Choo Train

To make a moving choo-choo train
This is what you do:
One fist forward; one fist back-
Chug, Chug, Chug–Choo, Choo!

Blow the whistle; pull the chord–
Switch the track–please do!
Shuffle, shuffle, change your step,
And show your shiny shoe!

SKILL NO. 2

Objective

To identify, discriminate, and reproduce in spontaneous speaking the *s* and *z* sounds.

The Bees
(A Choral Reading)

Let's be noisy little bees
Buzzing 'round and 'round the trees.
Now we'll buzz around the flowers
Taking honey by the hours.
Buzz, Buzz, Buzz! Buzz, Buzz, Buzz!
Z, Z, Z! Z, Z, Z!

The Snail

Silent, softly, slowly,
Slides the bashful snail;
Sings a soundless song,
And leaves a silver trail.

A Zebra in a Zipper

I saw a zebra zipping–
A-zipping through the zoo.
His legs were strong and stubby;
He sailed toward me and you.

His eyes were bright and steady;
His scheme was black and white.
He used his striped pajamas
So stylish–day and night.

His P.J.'s had a zipper
Which zipped straight up his back;
In order to unzip them,
He summoned his friend Zack.

Messy Bess

Messy messy sister Bess
Spilled her food upon her dress.
With soap and water she'll erase
The mess she made and save her face.

Now this little miss is happy
For she looks so clean and snappy,
That her mother, dad, and sister
Were so proud of her, they kissed her.

SKILL NO. 3

Objective

To identify, discriminate, and reproduce in spontaneous speaking the *th* sound (voiced and unvoiced).

Thump! Thump! Thump!

Thump, thump, thump!
Tap the table with your thumb.
Think a thought of thankfulness
Then begin to hum.

Thump, thump, thump!
One and two and three;
Everything is thirsty–
Turtles, me, and thee!

Timothy Turtle

Timothy Turtle lives with his mother,
His sister, father, and thoughtful brother.
There's also a thing with one purple feather
That sleeps in this house to get out of the weather.
And 'though there's hardly room for another,
With them there lives a furry druther.
The druther rather bothers him;
He's the only one that cannot swim!

SKILL NO. 4

Objective

To identify, discriminate, and reproduce in spontaneous speaking the *b* and *v* sounds.

A Song to Barry

Barry bought some berries–
Berries from a bush.
Big and bright and beautiful–
He brought them all to me.

Verily I loved him–
Valiant was his name.
But Victor, Van, and Vernon–
I loved them all the same.

Big and bad and boisterous–
The night with villains ring,
But Robin and the Bat Man
An end to them will bring!

And Victor, Van, and Vernon
Must hide beneath the tree,
But Barry with his berries
Will hide along with me.

My Valentine

Somebody came to visit me,
And brought a valentine;
He shoved it underneath my door;
This lovely card was mine!

The cover bore my very name;
There was a verse inside,
Which told me of the love that you,
Dear Dad, could never hide!

SKILL NO. 5

Objective

To identify, discriminate, and reproduce in spontaneous speaking the ĕ and ĭ sounds.

The Bells

Ding! Dong! Ding! Dong!
I hear the bells a-ringing.
Ding! Dong! Ding! Dong!
A message they are bringing.

Swing and ring and ting-a-ling—
The silver bells are pealing.
The air is filled with joyous sounds
That bring a happy feeling.

Willie Wigster

Who hid my piggie in a bin?
My mean and skinny sister.
She put six wigs upon his head,
And called him Willie Wigster.

With picks and sticks she digs for figs;
She thinks he is too thin.
She feeds him, and he's now so thick,
He's cramped within that bin.

One day my big pig danced a jig
To sister Minnie's singing.
He busted out; flipped on her lap
And to her arms was clinging.

I laughed until my ribs did split;
The jig went quite amiss.
But then I said: "Oh, please forgive . . ."
To my big pig ———— not Sis!

See, See, See!

See, see, see!
What do you think of me?
Silly, selfish, simpleton
Sitting in a tree.

Lee, Lee, Lee!
Down upon his knee—
Singing songs to Cindy
His little bride-to-be.

Dee, Dee, Dee!
Beautiful to see—
Sits within her web
Where she has captured Lee!

Supplementary Materials

COMPARATIVE ANALYSES

The teacher does not have to have a speaking knowledge of the child's native language to be an effective teacher of English as a Second Language. Some understanding, however, of the similarities and differences in pronunciation and structure (word order) of the various languages would surely help the teacher.

Comparative analyses of English with some of the languages more frequently encountered in the schools, i.e., Spanish, Italian, German, Polish, and Chinese, are presented in this section.

ENGLISH AND SPANISH

Language Structures That Are Similar

List A contains English patterns in which word order and grammatical structure are fairly similar in Spanish and in English. These patterns, as indicated, are best used as beginning points for stimulating growth in English vocabulary. Since they contain no major grammatical problems, they have the additional value of giving the beginner in English a feeling of success with the new language.

LIST A

Patterns in Which Word Order and Grammatical Structure Are Fairly Similar in English and in Spanish

The English Pattern	The Corresponding Spanish Pattern
1. The noun is used as the subject of the statement pattern. Example: The book is here.	The noun subject is expressed in Spanish. Example: El libro está aquí.
2. The possessive adjectives, *my*, *your*, etc., occupy pre-noun position. Examples: Our house is big. Our houses are big.	The possessive adjectives also occupy pre-noun position (although they agree in number, and in most cases, in gender with the noun modified). Examples: Nuestra casa es grande. Nuestras casas son grandes.

The English Pattern	The Corresponding Spanish Pattern
3. The articles occupy pre-noun position. Examples: a book a house the boy the boys the girl the girls	The articles also occupy pre-noun position (although they change in form to agree with the noun). Examples: un libro una casa el muchacho los muchachos la muchacha las muchachas
4. The adjective occurs very frequently after a form of the verb *be.* Examples: The house is high. The houses are high.	The adjective in Spanish also occurs very frequently after a form of the verb *be* (however, the adjective agrees in number and gender with the noun it modifies). Examples: La casa es alta. Las casas son altas.
	Reason for Difficulty and the Corresponding Spanish Pattern
5. *This, that, these,* and *those* as demonstrative pronouns appear very frequently before a form of the verb *be* in the statement pattern. Examples: This is my mother. These are small. Those are small.	In Spanish the meaning of *this, that, these, and those* are expressed as in English and appear very frequently before a form of the verb *be* in the statement pattern (however, the forms of the pronouns vary greatly in Spanish). Examples: Esta es mi mama. Esos son pequeños. Esas son pequeñas. Aquellos son pequeños. Aquellas son pequeñas.n
6. *This, that, these,* and *those* as demonstrative adjectives occur regularly in pre-noun position in English. Examples: this book that book these books those books this house that house these houses those houses	In Spanish the demonstrative adjectives also appear regularly in pre-noun position (however, they agree in number and gender with the noun modified). Examples: este libro ese libro estos libros esos libros aquellos libros esta casa esa casa estas casas esas casas

7. The direct object occupies a post-verb position. Examples: I see the book.	The direct object in Spanish also occupies a post-verb position. Examples: Yo veo el libro.
8. With many situations two alternatives are possible for expressing the order of the direct object and the indirect object, e.g., I gave the teacher the book; I gave the book to the teacher. Examples: The boy gave the book to the girl. Rosa sent a letter to Mary.	The Spanish pattern is similar to the second alternative: I gave the book to the teacher. Examples: El muchacho dió el libro a la niña. Rosa mandó una carta a María.

Language Structures That Are Different

Instruction should emphasize patterns that are different in the two languages. List B contains English-language patterns that present special difficulties for Spanish speakers. These patterns are the ones that constitute the basic program of language instruction for the second-language learners in the primary grades. For each pattern in List B, there is an explanation of the reason why it presents a special problem to the child whose original language is Spanish. *These explanations are not intended for instructional use; they are merely for the teacher's reference.*

LIST B

Patterns Involving Word Order and Grammatical Structures That Exist (a) In English But Not in Spanish or (b) In Both Languages But Signal Different Meanings

The English Pattern	Reason for Difficulty and the Corresponding Spanish Pattern
1. The use of the *expressed* pronoun as the subject of the statement and question pattern. Examples: It is round She can sing. Is he a policeman?	Pronoun subject is not usually expressed since Spanish uses verbal inflection to indicate person and number. Examples: Es redondo. Is round. Puede cantar. Can sing. ¿Es policia? Is policeman?
2. The use of *not* to express negation with verb forms. Examples: Mary is not here. The horse does not eat meat.	*No* is regularly used in pre-verb position. Examples: Maria no esta aqui. Maria no is here. El caballo no come carne. The horse no eat meat.

3. The use of the uninflected adjective form in front of the noun. Examples: The big dog. The big dogs.	In Spanish, the adjective usually follows the noun modified and also agrees with it in number and gender. El perro grande. The dog big. Los perros grandes.
4. The use of the basic form of the adjective plus *er* and *est* to form the comparative and the superlative, respectively. Examples: The pumpkin is bigger. My father is the tallest in the family.	In Spanish, the word *más (more)* and the words *el más, la más, los más, las más (the most)* are used in front of the adjective. Examples: La calabaza es mas grande. The pumpkin is more big. Mi papá es el más alto de la familia. My father is the most tall of the family.
5. The use of the sounded suffix *s* to indicate present tense for third person singular, variously pronounced as *s* (walks), *z* (pays), and *ez* (catches). Examples: The boy eats candy every day. My sister goes to school. My brother watches television.	In Spanish, there is the tendency either to aspirate the final *-s* or to drop it in pronunciation. Since the third person singular does not add an *s* in Spanish, there is an added tendency to drop it in English. Examples: El muchacho come dulce todos los días. The boy eats candy every day. Mi hermana va a la escuela. My sister go to school. Mi hermano ve la televisión. My brother watch the television.
6. The use of the sounded suffix *s* to form the regular plural. Examples: The books are here. The pencils are here. The houses are red.	The same as for verbs above. Examples: Los libros están aquí. The book are here. Los lápices están allá. The pencil are there. Las casas son coloradas. The house are red.
7. The use of the suffix *ed* to form the past tense of regular verbs, variously pronounced as *t* (walked), *d* (called), and *ed* (needed). Examples: The clown laughed. The children played ball. The baby wanted milk.	In Spanish, the past tense adds endings to regular verbs. The Spanish inflections are unrelated to the English suffix *–ed*, e.g., *–é* (hablé), *–ó* (habló), *–í* (escribí), etc. In addition, the Spanish language does not have many of the consonant clusters that appear when combined with the *–ed* suffix; e.g., *–kt* (walked), *–ld* (called), *–ft* (laughed), etc. Examples: El payaso se rió. The clown laugh. Los niños jugaron bola. The children play ball. El bebé quiso leche. The baby want milk.

8. The use of the auxiliary *will* plus the simple, uninflected form of the verb to express future tense.	There is no auxiliary equivalent to *will*. Rather, inflections are added to the infinitive form of the verb to express the future; e.g., *é* (hablaré), *á* (hablará), *-án* (irán), *-emos* (andaremos), etc.
Example: The girl will dance.	Examples: La muchacha bailará. The girl dance.
9. The use of *am, is,* and *are* plus *going to* plus the uninflected basic form of the verb to express the future tense.	Spanish uses the notion of *go* plus the notion of *to* (voy a, vas a, va a, etc.) plus the infinitive form of the verb for future; but the forms of the corresponding expressions are quite different.
Examples: I am going to sing. She is going to dance.	Examples: Yo voy a cantar. I go to sing. Ella va a bailar. She go to dance.
10. The use of the negative command pattern requiring the forms *do not, don't* followed by the uninflected form of the verb.	Spanish uses *no* before different forms of the verb to express the command pattern.
Examples: Do not run. Don't push.	Examples: No corras. No corra. No corran. No run. No empujes. No empuje. No empujen. No push.
11. The use of *am, is,* and *are* plus the *-ing* form of the the verb to express the present progressive.	Spanish has both the present progressive tense and the simple present tense, but in many instances they are interchangeable, depending on the situation, e.g., The child plays now (El niño juega ahora); and The child is playing now (El niño está jugando ahora).
Example: I am painting now.	Examples: Yo pinto ahora. I paint now. Yo estoy pintando ahora. I am painting now.
12. The use of the article *a* in front of nouns indicating professions, occupations, or status.	The Spanish pattern for identifying a person's position, job, nationality, etc., does not require the indefinite article in pre-noun position.
Examples: The man is a carpenter. She is a nurse.	Examples: El hombre es carpintero. The man is carpenter. Ella es enfermera She is nurse.

13. The use of the possessive adjective to designate parts of the body and articles of clothing.

Examples:
My head hurts.

He puts on his hat.

The Spanish speaker uses the definite article instead of the possessive adjective.

Examples:
Me duele la cabeza.
The head hurts me.
Se pone el sombrero.
He puts on the hat.

14. The use of titles without the definite article.

Examples:
Mrs. Holmes is here.

I see Dr. Fox.

Spanish speakers say: "The Mr. Smith is here" for "Mr. Smith is here."

Examples:
La señora Holmes está aquí.
The Mrs. Holmes is here.
Yo veo al doctor Fox.
I see the Dr. Fox.

15. The use of the prepositions *in, on,* and *at* in special situations that cause difficulty for the Spanish speaker.

Examples:
The ball is in the box.

I live on Madison Street.

I live at 139 Madison Street.

In, on, and *at* are often interchanged by the child because Spanish may use the one form *en* in various situations.

Examples:
La bola está en la caja.
The ball is in the box.
Yo vivo en la calle Madison.
I live in the street Madison.
Yo vivo en el 139 de la calle Madison.
I live in the 139 of the Street Madison.

16. The use of a form of the verb *be* in many expressions such as: I am six years old; I am hungry; I am cold, etc.

Examples:
I'm thirsty.

He's eight.

Spanish uses a form of the verb *have* for expressing the corresponding idea.

Examples:
Yo tengo sed.
I have thirst.
El tiene ocho años.
He has eight years.

17. The use of inversion of the subject and forms of the verb *be* and auxiliary verb (*can, is, are,* etc.) to ask questions.

Examples:
Is the boy here?

Can Mary go?

Although Spanish also uses the device of inverting the subject and the verb for questions, Puerto Rican children often use the rising intonation without inversion as the means for indicating a question.

Examples:
¿El muchacho está aquí?
The boy is here?
¿Mary puede ir?
Mary can go?

18. The use of the structural words *do, does,* and *did* to ask questions.

Spanish inverts the subject and the verb or simply uses the rising intonation to indicate this type of question. In Spanish, the rising intonation is the clue to the question, whereas in English the rising intonation is optional. That is, intonation can be either up or down. The clue to the question in English is the position of the words *do, does,* and *did.*

Example Do the girls study? Does this boy paint?	Examples: Las muchachas estudian? The girls study? Pinta este muchacho? Paints this boy?
19. The use in questions of an introductory word (*when, where, why, what,* etc.) followed by the auxiliary *do, does, or did* and the subject and verb in regular order. Examples: Where does your teacher live?	Spanish uses the question word followed by the verb and the subject in inverted order. No auxiliary comparable to *do, does,* or *did* is used. Examples: ¿Dónde vive su maestro? Where lives your teacher?

Problems in Understanding and Producing Sounds, Rhythm, and Intonation

The major sound problems of Spanish-speaking pupils in the process of learning to speak English are:

CONSONANT-SOUND PROBLEMS

1. The *th* as in *thumb thin, path.* The Spanish speaker, in attempting to approximate this sound, will usually produce an *s* sound as *sink, sin, pass.*

2. The *j* as in the word *judge.* In attempting to pronounce this sound, the Spanish speaker will say *chuch.*

3. The *th* as in the words *the, though,* and *this.* The Spanish speaker will usually pronounce this sound as a soft *d* as *de, dough,* and *dis.*

4. The *sh* as in the words *she* and *shoe.* The sound is often produced by Spanish speakers as *s* in *see* and *sue.*

5. The *zh* sound as in *pleasure* and *treasure.* This sound is produced by the Spanish speaker as a voiceless *s.*

6. The voiced *s* sound as in *zinc, rise,* and *zoo.* This sound is produced by the Spanish speaker as a voiceless *s* as *sink, rice,* and *Sue.*

7. The *b* sound as in *bar, rabbit,* and *cab.* In attempting to approximate this sound, the Spanish speaker may say the *p* sound as in *par, rapid,* and *cap.*

8. The *v* sound as in *vote, veil,* and *vest.* In attempting to approximate this sound, the Puerto Rican learner of English will say *boat, bail,* and *best.*

9. The *d* sound as in *din* and *den.* The Spanish speaker will usually pronounce this sound as a *t* in *tin* and *ten.*

10. The *ch* sound as in *watch, catch,* and *chew.* In attempting to approximate this sound, the Spanish-speaking learner of English will say the *sh* sound as in *wash, cash,* and *shoe.*

11. The *y* sound as in *use* and *yellow.* The Spanish speaker will usually pronounce this as *juice* and *jellow.*

12. The *n* sound when it appears in final position in English in words like *thin, run,* and *ton.* The Spanish-speaking pupil will usually say *thing, rung,* and *tongue.*

13. The *m* sound when it appears in final position in words like *comb, dime,* and *some.* The Puerto Rican pupil, in attempting to approximate this sound, will say *cone, dine,* and *son.*

14. The *g* sound in such words as *dug, goat,* and *pig.* This sound is usually produced by the Spanish speakers as *duck, coat,* and *pick.*

15. The sound *w* as in *way, wash,* and *woman.* The Spanish-speaking pupil wlll usually say *gway, gwah,* and *gwoman* because in Spanish the *w* sound is generally preceded by the *g* sound: *agua, guante, guapo.*

VOWEL-SOUND PROBLEMS

1. The *a* as in *hat, cat,* and *map.* This sound is usually pronounced by the Spanish speaker as the vowel in *hot, cot,* and *mop* (or after many attempts to approximate the sound as *het, ket,* and *mep*).

2. The vowel sound in the words *done, sung,* and *cut.* The Puerto Rican pupil will tend to produce this sound as in *dawn, song,* and *caught.*

3. The *ee* sound as in *leave, feel,* and *sheep.* This sound is usually pronounced by the Spanish speaker as the *i* sound in *live, fill,* and *ship.*

4. The *i* sound in *live, fill,* and *ship.* The Spanish speaker produces this sound as the *ee* sound in *leave, feel,* and *sheep.*

5. The *ey* sound in *late, mate,* and *gate.* The Spanish-speaking pupil may produce this sound as the *e* sound in *let, met,* and *get.*

6. The *e* sound in *let, met,* and *get.* The Puerto Rican pupil will tend to produce this sound as the *ey* sound in *late, mate,* and *gate.*

7. The *oo* sound in *pool* and *fool.* The Spanish-speaking pupil, in attempting to approximate this sound, will pronounce it as the *u* sound in *pull* and *full.*

8. The *u* sound in *pull* and *full.* This sound will be produced by the Spanish-speaking pupil as the *oo* sound in *pool* and *fool.*

9. The *o* sound as in *coal, bowl,* and *hole.* The Spanish-speaking pupil will say it like the vowel sound in *call, ball,* and *hall.*

10. The sound *aw* in *drawn, song,* and *caught.* The Spanish-speaking pupil may, after practice in other English vowel sounds, produce it as the *o* of *done, sung,* and *cut.*

11. The *o* sound in *hot, cot,* and *mop* may approximate the *a* of *hat, cat,* and *map.*

Consonant-Cluster Problems

In addition to the problems of understanding and producing the significant consonant and vowel sounds of English just indicated, the Puerto Rican learner is also faced with problems of consonant clusters. Many English clusters do not exist in Spanish, or, if they do exist, do not occur in the same positions. For example, the *kt* cluster appears in Spanish in such words as *acto, tacto, octavo,* etc., but does not appear in final position in Spanish words. Hence, the Spanish-speaking person has difficulty in producing the *kt* combination in such words as *act, walked, talked, liked,* etc. The *sp* cluster appears in the Spanish in such words as *español, espeso, esposa* etc. Since it is always preceded by the *e* sound in Spanish, the Spanish speaker will tend to hear and say the *e* sound as preceding the initial *sp* in English. Hence, he will say *espeak* for *speak,* etc.

The sound clusters italicized in the following words illustrate the basic consonant clusters that do not appear in initial position in Spanish words: *st*ore, *sp*eak, *sm*all, *sn*ow, *sk*y, *sl*eep, *st*reet, *scr*ew, *spr*ing, *squ*are.

The sound clusters italicized in the following words illustrate the basic consonants that do not appear in final position in Spanish words: la*nd*, hu*nt*, fa*st*, fe*nce*, o*ld*, bo*x*, wo*rld*, si*nk*, a*ct*, ch*ange*, me*lt*, de*sk*, he*lp*, mi*lk*, hea*th*, fir*st*, as*k*, ben*ch*, le*ft*, fi*lm* te*nth*, han*ds*, fi*fth*, eigh*th*, clu*bs*, ba*gs*, brea*thes*, li*fts*, wa*lks*, li*ved*, rai*sed*, pu*shed*, pu*lled* tou*ched*, wa*tched*, da*nced*, ca*shed*, he*lped*.

The teacher must expect her Spanish-speaking pupils to require special help with consonants and consonant combinations like those listed in the two preceding paragraphs.

MAJOR PROBLEMS IN RHYTHM

Rhythm in language is a matter of stress and speed. In English, stress is rather regularly spaced in terms of time interval between accented syllables. For example, in the following sentence, each of the three sections takes about the same time to say:

The cow lives on the farm next to my uncle's house.

That is, "the cow" (2 syllables) takes about as long to say as "lives on the farm" (4 syllables) and "next to my uncle's house" (6 syllables).

In order to maintain this regular rhythm, we accelerate our production of unaccented syllables between stressed syllables.

The Spanish speaker cannot, when first encountering English, reproduce this steady language rhythm or understand it because of the tendency in Spanish to produce all syllables at about the same rate of speed.

In addition, there are some features of stress in Spanish which tend to carry over into English and to contribute to what some may consider a characteristic "Puerto Rican accent." For example, the Spanish speaker tends to stress the following language elements which the English speaker never stresses in everyday matter-of-fact speech:

1. The articles *a, an,* and *the.* The Spanish speaker will say: á peach for a peách; ań aṕple for an ápple; thé grapes for the grápes.

2. The possessive adjectives *my, your, his, her, its, our,* and *their.*

3. The prepositions *in, on, off, under, to,* etc.

4. The Puerto Rican is likely to stress the pronouns *I, me, we, us, he, him, you, they, them, she, her,* and *it.*

5. The Spanish-speaking pupil will frequently stress such conjunctions as *although, and, or, as, that,* etc.

6. The Spanish speaker will usually stress any form of the verb *be* and the auxiliary verbs. For example, he will say:

   I aḿ walking. *for* I am wálking.
   He iś a monitor. *for* He is a mónitor.
   We aŕe here. *for* We are heŕe. etc.

MAJOR PROBLEMS IN INTONATION

The rise and the fall of the voice make up the intonation or melody patterns of a language. The intonation patterns of English differ from those of Spanish. As in the case of the sounds and the rhythm, the Spanish-speaking person will tend to carry over into English the intonation patterns of his original language. For example, in English, the polite request pattern uses a falling intonation: "Please open the door." In Spanish, however, the polite form uses a rising intonation.

ENGLISH, GERMANIC, SLAVIC LANGUAGES: CONTRASTING STRUCTURE PATTERNS

ENGLISH	GERMAN (Germanic)	POLISH (Slavic)
The use of *not* with verb forms: "Mary is not here."	Same as English.	Usually replaced by *no*: "Mary is no here."
The use of *s* for most plural nouns: "boys, pencils."	Variable plurals in both of these languages often lead to confusion in learning this English form.	

<table>
<tr><th>ENGLISH</th><th>GERMAN
(Germanic)</th><th>POLISH
(Slavic)</th></tr>
<tr><td>The use of <i>s</i> in our simple present: "The boy eats."</td><td colspan="2">In both of these language groups, verbs are fully inflected. Learning our comparatively uninflected English, the student tends to drop the inflections which persist, to say: "The boy eat."</td></tr>
<tr><td>Negatives with <i>do, does, did:</i> "He did not go to school."</td><td colspan="2">No auxiliaries exist in either of these groups. The tendency is to say: "He no go/went to school."</td></tr>
<tr><td>English adjectives usually precede the noun: "the red dress."</td><td>Same as English.</td><td>Same as English.</td></tr>
<tr><td>Nonagreement of adjective with nominal in either number or gender: "the big rooms."</td><td colspan="2">Agreement of adjectives with nominal in number and gender. Many Germans and Poles are apt to say: "the bigs rooms."</td></tr>
<tr><td>Adverbs of time appear only at beginning or end of sentence, usually at the end: "I saw your brother yesterday."</td><td>Adverbs of time usually appear between verb and direct object. Tendency is to say: "I saw yesterday your brother."</td><td>Order is variable. May be: "I your brother yesterday saw."</td></tr>
<tr><td>The <i>ed</i> past ending for regular verbs: "wanted."</td><td colspan="2">Because of confusion caused by going from a fully inflected language to a comparatively uninflected one, the tendency is to say, "The baby want milk yesterday."</td></tr>
<tr><td>Use of the gerund: "I am ready for reading."</td><td colspan="2">Both language groups replace the gerund with the infinitive. The tendency is therefore to say: "I am ready for to read."</td></tr>
<tr><td><i>Going to</i> to express future time: "I am going to sing."</td><td>Our <i>going to</i> exists only as colloquialism. The tendency is to say: "I go to sing."</td><td>No such usage. Tendency is to say: "I go to sing."</td></tr>
<tr><td>The auxiliary <i>will</i> in our future: "I will see you later."</td><td>Same as English.</td><td>Both inflections and auxiliaries are used in Polish often leading to confused usage.</td></tr>
<tr><td>The use of <i>it</i> to start a sentence: "It is Tuesday."</td><td>Same as English.</td><td>No impersonal pronouns. <i>It</i> is therefore omitted, the form expressed as: "Is Tuesday."</td></tr>
<tr><td>Comparison of most adjectives with <i>er</i> and <i>est:</i> "tall, taller, tallest."</td><td>Same as English.</td><td>Analogous to English.</td></tr>
<tr><td>Adverbs of manner usually precede expressions of place: "He works very hard in his English class."</td><td colspan="2">Germans and Poles may use the English order but more often reverse it and say: "He works in his English class very hard."</td></tr>
</table>

ENGLISH	GERMAN (Germanic)	POLISH (Slavic)
Use of *to be* to express age: "I'm twenty years old."	Usually the same as in English.	Use of *to have:* "I have twenty years."
Use of *to be* to express hunger, thirst, etc. "I am thirsty."	Usually the same as in English.	Both *to be* and *to have* are used. "I hungry" and "I have thirst."
Our negative imperative: "Don't run!"	Replaced by inverted form: "Run not!"	Replaced by *no:* "No run!"
Questions with *do, does, did:* "Does this man work?"	No auxiliaries exist in either of these groups. Persistent tendency is therefore to say, "This man works?" or "Works this man?"	
Inversion of subject and verb for questions: "Is the boy here?"	Same as in English.	Inversion has a more specific and limited use than in English.
Use of continuous present: "I am working now."	Greater tendency is to use simple present: "I work now."	No such form in Polish. Simple present substituted consistently: "I now work."
Verbs in indirect discourse—the same tense in each clause: "He said that he was sick."	Tendency is toward use of present or of subjunctive: "He said that he sick is" or "He said he be sick."	*That* is followed by the present: "He said that he is sick."
The use of pronouns as subjects: "She can go."	Same as English.	Same as English.
Verbal contractions: *I'm, we'll.*	Contraction consists of dropping the pronoun. Tendency is therefore to contract "We will" to *Will.*	No contractions.
The past with the auxiliary *have* (our present perfect): "I have always lived in New York."	For our present perfect, Germans and Poles use the present: "I always live in New York."	
Possessive adjective for parts of body and clothing.	Both of these language groups use the definite article for this purpose. Tendency in English is to say: "The head hurts me."	
No definite articles before titles: "I see Dr. Fox."	Germans may use the English form but they are just as likely to insert the article.	No definite article exists in Polish, creating no problem here but causing a great deal of difficulty in the regular use of the article.
Indefinite article in usual prenominal position with words identifying occupations: "She is a nurse."	Same as English.	No indefinite article in Polish.
Non-separation of compound verbs: "I get up early in the morning."	Natural tendency is for separation: "I get early in the morning up."	No compound and fewer reflexive verbs.

ENGLISH AND CHINESE

Suggestions for Helping Chinese Children

English to the Chinese child is a language of oddities and minute details. He must remember to add *ed* for the past tense; *s* to show plurality and the third person singular, present tense; *ly* to enable him to use a word as an adverb. In addition, he must learn all the common irregular spelling changes. There is little in Chinese that can help him to understand English. The dissimilarities in structure will hinder his usage of English unless we, as teachers, are aware of these differences and help him to overcome them. To help accomplish this, comparisons and contrasts of the most basic and significant differences follow.

Before discussing the structural differences, however, it is important to know that oral Chinese is diversified into more than fifty regional dialects. The written characters are the same for all. The most common dialects are Mandarin, the official dialect for both National and Communist China, Cantonese, (the dialect spoken by most of our children), Shanghainese, Fukienese, and Hakka. The large population of Cantonese speakers in New York and in the United States grew out of the need for workers to build the Transcontinental Railroad in 1869; Canton was then the only port opened to the West.

The romanizations used in the illustrations are those of the Yale University system. It is the romanization used for the Mandarin dialect, but only the words which sound like or are similar to the Cantonese pronunciation are used.

Sound System

The Chinese language is a monosyllabic language. Each character represents one syllable; therefore, a five-character sentence will be a five syllable utterance. The syllables are usually short. It is not a true equivalent to the English syllable because the English syllable may be made up of more than one sound, as in the word *ranch* (ran–ch). The Chinese child, especially the older ones, will tend to treat it as two syllables.

Practice with the Chinese pupil single syllable but "double sound" words.

Since the Chinese character is monosyllabic, the polysyllabic words can cause confusion at the beginning.

Help the Chinese pupil to understand and to feel comfortable with the polysyllabic sounds of English and to realize that one written symbol may be more than one sound.

Most Chinese words end in vowel sounds; therefore, final consonants found in English are often dropped.

mau = ha*t*
you = ha*v*e
hau = goo*d*

Help the Chinese pupil to develop auditory discrimination placing special emphasis on final consonant sounds.

In English, the two basic intonation patterns are the "rising–falling" used in statements and the "rising" used in questions. In Chinese, there are *no intonation patterns for sentences;* instead there are *tones for words.* The Mandarin dialect has four tones and the Cantonese has seven. The tone may be a level tone, high tone, falling tone, rising tone, etc. The tone marks will be left out of the romanization used here. Since there is no sentence intonation, the rhythm of the sentence is based upon tones. This is what gives the language the singsong quality often characteristic of Oriental languages.

Help the Chinese pupil to avoid being a monotone speaker by stressing the intonation patterns of English.

Many of the sounds in the English language have no equivalent in Chinese. The children, therefore, have difficulty in reproducing these sounds becuase they do not know the correct placement of the tongue, the correct size opening of the mouth, or the correct breathing pattern for aspirated and unaspirated words.

Provide extra practice with the sounds of V, L, R, Z, P, B, N;
with the consonant blends BR, BL, DR, CR, CL, PR, PL, FR, FL, GR, GL, SCR, SC, SPR, SPL;
with the digraphs TH, SH, CH, WH.

Morphology

In the area of internal structure and the forms of words, the main difficulties confronting the Chinese learner are the changes occurring in tense, person, and number.

In Chinese there are no irregular verbs.

wo *you* (I have) = I have.
ta *you* (he have) = He has.

wo *chyu* (I go) = I go.
ta *chyu* (he go) = He goes.

wo *shr* (I is) = I am.
ta *shr* (he is) = He is.

Special drill should be given to all irregular verbs with special emphasis on common ones, such as to be, to have, to do.

In Chinese, there are no infinitives; therefore *to* is very often forgotten.

wo syang *chyu* (I want *go*) = I want *to go.*
wo syang *lai* (I want *come*) = I want *to come.*

Special emphasis should be given to the infinitive form of verbs.

In Chinese, verbs take only *one* form, therefore, there is no change in the verb for *ing*. Consequently, the present participle presents much difficulty.

ta *lai* (he come) = He comes.
ta *lai* (he come) = He is com*ing*.

ma ma *chyu* (mother go) = Mother goes.
ma ma *chyu* (mother go) = Mother is go*ing*.

Provide extra drill with the ing participle form of verbs.

There are no verb changes to indicate third person singular.

wo *lai* (I come) = I come.
ta *lai* (he come) = He comes.
wo *chang* (I sing) = I sing.
ta *chang* (he sing) = He sings.

Provide extra drill with the additional s for the third person singular.

There are no verb changes to indicate tense. For the past, there is what is called a completion "le." By putting it in the sentence, the completion of an action is indicated, thus making it a past action, *but the verb remains the same.* Other indications of time involve inclusions of words, such as *yesterday, tomorrow, last year, long ago, previously, next time, soon, etc.*

wo *tyau* (I jump) = I will jump.
wo *tyau* le (I jump *le*) = I jumped.

wo *swo* (I talk) = I will talk.
wo *swo* le (I talk *le*) = I talked.

Provide extra drill with the added ed to indicate the past tense.

Provide extra drill in using the verb to be to indicate the future tense.

In Chinese, there are no changes in nouns to indicate plurality. Such information is based solely upon the context or upon the inclusion of words, such as *many, some, all, several,* or *numbers.*

shu = book/books
san ben *shu* (three book) = three books
hen dwo *shu* (many book) = many books

bi = pen/pens
you de *bi* (some pen) = some pens
ji jr *bi* (several pen) = several pens

Provide extra drill to develop an automatic response in adding s, es to indicate plurality.

Chinese pronouns do not change; they remain the same whether they are used as subjects or objects.

ta kan jyan *wo* (He saw I.) = He saw me.
wo kan jyan *ta (I saw he.)* = I saw him.

wo = I, me
ni = you (singular)
ta* = he, she, him, her
women = we, us
tamen = they, them
nimen = you (plural)

*The third person *ta* (he, she, him, her) is pronounced exactly the same for both genders. The written form may indicate which.

Help the Chinese pupil to distinguish and understand the various pronouns and to use them correctly.

The possessive in Chinese is shown simply by using the character *de*. The *de* may be attached to nouns or pronouns alike.

wo *de* = my, mine
ni *de* = your, yours
ta *de* = his, her, hers

ren *de* = person's
shu *de* = book's

Help the Chinese pupil to understand the possessive pronouns and the use of the apostrophe s with the possessive.

The names for family members is one of the first things we teach a language learner, and yet for the Chinese learner this is one of the most difficult. When we try to teach the Chinese children titles of members of the family as used in English – father, mother, grandmother, grandfather, sister, brother, aunt, uncle – it appears to be a simple task. But because of his Chinese language background, it can be extremely confusing since the Chinese child is accustomed to a much finer division. The Chinese people are extremely conscious and sensitive to the position of each person in the family. The title indicates *exactly* what this position is. Each title gives a wealth of information such as the generation, maternal or paternal relationship, blood or in-law relationship, etc.

(bwo mu) = aunt = wife of father's elder brother

(shu mu) = aunt = wife of father's younger brother (gu mu) = aunt = wife of mother's brother

(jyou mu) = aunt = father's sister

(yi mu) = aunt = mother's sister

Thus, it's easy to see why the Chinese learner has difficulty in bridging the gap between his names for family members and English ones. When he learns "aunt," which aunt is it? Is it father's third sister? Mother's older sister? Mother's younger sister?

When teaching the names of family members to the Chinese pupil, it may be helpful to begin with more specific terms, older brother, younger brother, baby brother, before the more general terms, brother, sister, aunt, uncle.

The Chinese notation for the days of the week and for the months of the year are numbers rather than names.

sying chi 1 = Monday
sying chi 2 = Tuesday
sying chi 3 = Wednesday

1 *ywe* = January
2 *ywe* = February
3 *ywe* = March

Provide extra practice with the names *of the days of the week and the months of the year. Relate the number of the month and day as in 1/2/69, 1/3/69, etc., to the names.*

Syntax

In general, the Chinese sentence follows the *subject-verb-object* pattern as in English. Difficulties arise in the placement of additional information, such as question words, time words, articles, prepositions, etc.

In English, the most common method of asking questions is by utilizing the inverted word order, such as *are you going?* In Chinese there is no such form. Statements become questions by adding the word *ma* at the end or by using the negative word *bu.*

ta chr (he eat) = He eats.
ta chr *ma* (he eat *ma*) = Is he eating?
ta chr *bu* chr (he eat no eat) = Isn't he eating?

ta lai (he come) = He comes.
ta lai *ma* (he come *ma*) = Is he coming?
ta lai *bu* lai (he come no come) = Isn't he coming?

Provide the Chinese pupil with extra drill in asking questions utilizing the inverted form.

In English, question words, such as *how, what, who, where,* are found at the beginning of a sentence. In Chinese, unless they are the subject, they are found *at the end.*

ta shr *shei* (he is who) = Who is he?
jeige shr *shemma* (this is what) = What is this?
ni ju dzai *nar* (you live where) = Where do you live?

Explain and provide drill with the usage and placement of question words.

Many words in Chinese are what are known as *stative verbs.* They describe a state of being and resemble adjectives in English. Because they describe a state of being, the verb *to be* is unnecessary.

ta hau (he good) = He is good.
ta gau (he tall) = He is tall.
ni mei (you pretty) = You are pretty.

This does not mean that adjectives always function as stative verbs. They also function as adjectives.

(1) ta *tsung ming* (he intelligent) = He is intelligent.

(2) ta shr ge *tsung ming* ren (he is intelligent person) = He is an intelligent person.

In the first sentence, intelligent describes the state of the person; therefore it is a stative verb not requiring the verb *to be.* In the second sentence, intelligent describes the person; therefore it is an adjective and requires the verb *to be.*

Provide drill in a variety of sentences containing adjectives as adjective complements, as descriptive adjectives with the verb to be.

To be is never used as an auxiliary verb in Chinese; therefore this extra usage in English presents another difficulty.

ta chyu (he go) = He is going.
ma ma jyau (mother call) = Mother is calling.

Provide extra drill in the use of the auxiliary verbs to be, to have, to do.

In Chinese, the definite article *the* doesn't exist, and the concept of the indefinite articles *a, an,* takes many forms. Instead of *a, an,* the Chinese have specifier measures. The measure varies depending on the shape of the object. Whether the noun is singular or plural, the measure is maintained in exactly the same form.

ge ren (a person) = a person
ba *ge* ren (eight person) = eight persons

jang jr = a paper/a sheet of paper/a piece of paper
ji *jang* jr = several papers/several pieces of paper/several sheets of paper

Whenever possible, provide vocabulary drill together with an article, e.g., the boy, the book, the pencil, a child, a picture, a crayon.

In English, the words indicating time, such as yesterday, last year, next month, Tuesday, etc., may be placed either at the beginning of the sentence or *after the predicate*. In Chinese, they may be at the beginning of the sentence or *before the predicate*.

Chinese		English
(1) I *tomorrow* go	=	I'm going *tomorrow*.
(2) I *last week* gave her candy	=	I gave her candy *last week*.
(3) I *Tuesday* go to school	=	I went to school on *Tuesday*.

Provide extra drill in the correct placement of time words.

The prepositions *at*, *in*, or *on* represent another difficult area because the Chinese word *dzai* covers all three; it does not help in explaining the distinction between these words.

Nide shu *dzai* yidzshang = Your book is *on* the chair.
Nide byau *dzai* wo jyali = Your watch is *at* my home.
Wo fumu dou *dzai* Meigwo = My parents are *in* America.

Provide extra drill in the idiomatic uses of the prepositions at, in, on.

In English, prepositional phrases of place *follow* the main predicate. In Chinese, most prepositional phrases follow the subject; thus, they *precede* the main predicate.

Chinese		English
He *in China* teach	=	He teaches *in China*.
Mr. Chen *at home* eat	=	Mr. Chen is eating *at home*.
He *from China* to U.S. come	=	He came to the U.S. *from China*.

Provide emphasis and drill with these prepositional phrases.

In English, when one is speaking of another person and oneself as the subject, the order is *John and I*. In Chinese, the common order is *I and John*.

wo gen mei mei (*I* and sister) = sister and *I*
wo gen ma ma (*I* and mother) = mother and *I*

Provide drill to emphasize the reverse order in English.

Supplementary Materials

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